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ABSTRACT

Intended for special education personnel, the handbook sets forth the Oklahoma state program for the education of handicapped, gifted, and talented children. Aspects covered include the number of special needs students in Oklahoma, state laws pertaining to the education of exceptional children, state department of education regulations, mediation in disputes concerning the handicapped, due process procedures, forms to be used, confidentiality, teacher qualifications and certification, individualized education programs, administrative responsibilities, visiting counselors, directors of special education, the Education of the Handicapped Act, regional education service centers, and special services for handicapped children. Exceptional students covered include educable and trainable mentally retarded, physically handicapped, blind and partially seeing, hearing impaired, learning disabled, gifted and talented, emotionally disturbed, and speech disordered. (DSL)

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A PROGRAM OF EDUCATION

for

EXCEPTIONAL CHILDREN IN OKLAHOMA

Bulletin S.E. No. 11
A Handbook for Administrators, Boards of Education, Special Education Teachers, and Others Interested in Exceptional Children

SPECIAL EDUCATION SECTION

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OKLAHOMA STATE DEPARTMENT OF EDUCATION
Leslie Fisher, Superintendent
1978

FOREWORD

Meeting the educational needs of every student is the ultimate aim of educators in Oklahoma. This commitment to equality of education necessitates new laws, rules, and regulations.

This bulletin sets forth the latest guidelines for the establishment and/or improvement of services for students who need special attention. The first responsibility of the school to these exceptional children is that of educating them in the ways which will permit them to live successful, responsible, and happy lives.

Hopefully, from the pages of this publication, educators throughout the state will find the answers to many questions that arise when intensive special education planning is done.

Leslie Fisher
State Superintendent
of Public Instruction

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Introduction

PURPOSE OF THIS BULLETIN

The purpose of this bulletin is to set forth the Oklahoma program for the education of exceptional children. It is prepared as a service to boards of education, administrators, teachers, and others interested in the education of children who are physically handicapped, educable mentally handicapped, severely mentally retarded, emotionally disturbed, children with learning disabilities, those who have speech defects, or those who are gifted or talented.

An understanding of the Oklahoma Program is essential in carrying out the plan as well as in improving it. It is hoped that this bulletin will bring clarity and uniformity to the procedure in Oklahoma, and yet be broad enough in scope for the changing needs of the individual and the community.

CHANGING PHILOSOPHY OF EDUCATION

In ancient times many imperfect babies were abandoned to die. History reveals that many thousands of nervous and mental patients were tortured in the belief that they were possessed of "devils." Christianity brought an end to these practices although neglect was in evidence throughout the Middle Ages. It was not until the Sixteenth Century that the handicapped were considered worthy of special attention in the Old World, and not until the early Nineteenth Century were provisions made for their education in the United States.

Education has lagged greatly in recognizing the rights of the exceptional groups. Recent findings show that it is not only socially sound, but good economic practice to provide developmental and corrective training for the handicapped youth. Lacking adequate means of expression, the sound mind behind the crippled body may also become crippled. Money spent to help the handicapped individual make a healthful adjustment and thus open the way to a purposeful and useful life, is small when compared with the amount spent to care for the helpless, the neglected, and the incapacitated. In its broadest implications as now conceived, education is responsible for promoting individual worth and competence in all their various phases, but always within the limitations that they must contribute to the common good of both individual and society.

SPECIAL EDUCATION DEFINED

Special education is a program of education for the exceptional child, whose needs cannot be satisfactorily met by the instructional program offered in the regular classroom. It offers him the opportunity to advance at his own rate of development in an effort to reach the objectives of education within the limits of his capabilities. It provides for adjustment of materials and techniques of instruction necessary to meet the interests and needs of the exceptional child.

Special education is education at its best, and is a part of not apart from, the regular program.

SCOPE OF SPECIAL EDUCATION

The fundamental needs of the exceptional are the same as those of all children, and for this reason the basic program should be the same. Education for the exceptional has a developmental function. This involves every phase of development: physical, mental, emotional, and social. Programs in health education, exercise, and nutrition must go beyond traditional bounds. Development in emotional balance and in social maturity and adjustment must come largely through providing a wide range of experiences adapted to meet the needs of each child. The schools are responsible for a diagnostic function. Diagnosis is the only reliable means for discovering individual needs, capacities, and limitations. Diagnosis is just as essential in education as in medicine.

After discovering the child's needs, the schools are responsible for providing needed services. The major responsibility for correcting physical ills remains with parents, doctors, and medical treatment agencies. The schools have to take almost full responsibility for correcting reading disabilities, speech defects, reversal tendencies, faulty learning habits, and in many cases emotional imbalances and social maladjustments.

ESTIMATED NUMBER OF STUDENTS WITH SPECIAL NEEDS (K-12) IN OKLAHOMA

Based on a total school population of 623,637, (the April 1, 1977 Report of Scholastic Population grades K through 12) and using the "U.S. Bureau of Education for the Handicapped Incidence Figures", the following chart reveals the suspected number of students with special needs.

Educable Mentally Handicapped	.02	12,472
Trainable Mentally Retarded	.003	1,870
Physically Handicapped	.003	1,870
Blind and Partially Seeing	.001	623
Deaf and Hard-of-Hearing	.00575	3,585
Emotionally Disturbed	.02	12,472
Speech Impaired	.035	21,827
Children with Learning Disabilities	.02	12,472
Gifted and Talented	.03	18,709

The exceptional child may or may not require special educational programming depending upon the extent of his exceptionality, his acceptance of it, and the group's acceptance of him. There are children in nearly every school whose abilities prevent their profiting fully from the program of activities planned for the "normal" child. It is not easy to determine the extent to which physical, mental, or emotional differences influence retardation in intellectual and social growth, but this factor should be considered when planning the educational program. The cycle is a vicious one, with the child as the victim unless special facilities can be provided to permit equal opportunity without branding the child as being different.

ARTICLE XIII

Special Education for Exceptional Children

Section	Title
162.	Programs for Special Education — School Districts — County Superintendent — Exceptional Children Defined — State Aid.
163.	Determination of Eligibility — Minimum Time Permitted to Attend.
164.	Exceptional Children — Authorized Provisions for Education of Exceptional Children.
165.	Authorization for Special Classes or Individual Instruction for Children in Institutions.
166.	State Board of Education May Fix Qualifications.
167.	State Appropriations — Distribution.
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169.	State Funds — Allowances for Special Education.
170.	Personnel to Carry out Provisions of this Article.
171.	Teachers — Pay.
172.	Register to be Maintained — Needs to be Met.

Section 162. Programs for Special Education — School Districts — County Superintendent — Exceptional Children Defined — State Aid. The several school districts of Oklahoma are hereby authorized to provide special education necessary for exceptional children as hereinafter defined. Two or more school districts may establish cooperative programs of special education for exceptional children when such arrangement is approved by the State Board of Education. The county superintendent of schools of any county may establish and maintain a special education program, with the approval of the State Board of Education, and county funds may be expended for such purpose. Any school district or districts located wholly or in part in a county may participate in any such program so established by the county superintendent of schools and shall have authority to contribute school district funds, either directly or by reimbursement to the county participating in such program. Exceptional children shall mean gifted children, educable mentally-handicapped children, trainable mentally-retarded children, speech-defective children, emotionally-disturbed or perceptually-handicapped children, children with special health problems, children requiring the services of a visiting counselor, children with specific learning disabilities as a result of neurological impairment, multiple-handicapped children and other handicapped children of four (4) years of age as of the first day of November of the school year; provided that there shall be no set minimum age for children who are blind and partially blind children, deaf and hard-of-hearing children and low incidence severely multiple-handicapped children, i.e., deaf-blind, retarded-cerebral palsied, autistic and other children failing to thrive from birth; further provided that any children served shall be bona fide residents of this state, whose conditions are such that it is impractical or impossible for them to benefit from or participate in the regular classroom program of the public schools in the district in which they reside and whose education requires a modification of the classroom program. Provided, that the attendance of said children in special education classes shall be included in the average daily attendance computations for State Aid purposes.

From and after September 1, 1970, it shall be the duty of each school district to provide special education for all handicapped exceptional children as herein defined who reside in that school district. This duty may be satisfied by:

1. The district directly providing special education for such children;

2. The district joining in a cooperative program with another district or districts to provide special education for such children;

3. The district joining in a cooperative program with a private or public institution within such district to provide special education for children who are deaf or hard of hearing; or

4. Transferring certified handicapped exceptional children to other school districts which accept them and provide special education for such children, with the district in which the child resides paying tuition therefore as hereinafter provided. **(Sec. 13-101, HB 1155, 1971 Leg.)**

Section 163. Determination of Eligibility — Minimum Time Permitted to Attend. The determination whether a child is eligible for special education shall be made by the board of education of the school district in which such child resides, under rules and regulations approved by the State Board of Education; provided, however, that the eligibility of exceptional children shall be reevaluated at least once every three (3) years. Any child determined to be eligible shall be permitted to receive such special education for a minimum period of twelve (12) years.

In those instances involving the proposed transfer of exceptional children from one district to another, the State Board of Education is authorized to promulgate rules and regulations for the reimbursement to the local board of education for payment of charges for the services of psychologists and physicians necessary for ascertaining eligibility of pupils for special education and, as to those accepted for special education instruction, for reimbursement to the local board of education for expenditures made for any subsequent reevaluation deemed desirable by the board of education of the district providing special education instruction of the pupil. **(Sec. 13-102, HB 1155, 1971 Leg.)**

Section 164. Exceptional Children — Authorized Provisions for Education of Exceptional Children. Any school district in the state may provide suitable facilities and employ qualified teachers and therapists for exceptional children, either in schools, classrooms, or in such other places as the board of education of the district may deem advisable. When a school district does not provide special educational facilities and qualified teachers, said children may be transferred to another school district, with the consent of the board of education thereof, where suitable facilities and teachers are provided. Transfers authorized by this section shall be made under such rules and regulations as the State Board of Education may prescribe to a result that the sending district sustain an equitable proportion of the operating costs of the program of the district to which the pupil is transferred. When an exceptional child or pregnant child is unable to attend any school or class in the district of which he is a resident, the board of education of said district, with the approval of the State Board of Education, may provide for home instruction for such child. The State Board of Education is further authorized to cooperate with any school district of the state to make it possible for an exceptional child to attend the regular school by making special provisions for the transportation of such child, or for special equipment, devices, books, supplies or other facilities, or for special instruction within the regular school building. **(Sec. 13-103, HB 1155, 1971 Leg.)**

Section 165. Authorization for Special Classes or Individual Instruction for Children in Institutions. Special classes or individual instruction provided for pretubercular, tubercular, convalescent or other physically-handicapped children in hospitals, sanatoriums and preventoriums may be maintained by a school district in such institutions within or without the boundaries of such district, and the attendance of pupils therein shall be credited to the district providing such instruction. **(Sec. 13-104, HB 1155, 1971 Leg.)**

Section 166. State Board of Education May Fix Qualifications. The State Board of Education is hereby authorized to determine and prescribe the qualifications of all persons who teach exceptional children, to define, classify and determine standards of eligibility of all exceptional children to receive special education, to fix minimum requirements for special education of exceptional children, and to make such rules and regulations as it deems necessary for the teaching of exceptional children. **(Sec. 13-105, HB 1155, 1971 Leg.)**

Section 167. State Appropriations — Distribution. State monies appropriated to carry out the provisions of laws dealing with education of exceptional children shall be apportioned by the State Board of Education among the various school districts of the state providing such educational facilities for exceptional children in accordance with the standards and rules and regulations prescribed by the State Board of Education. State funds for the education of such exceptional children shall be distributed on a teaching unit basis in accordance with rules and regulations to be adopted for such purpose by the State Board of Education. The State Board of Education shall determine size of classes and other requirements for all such teaching units. **(Sec. 13-106, HB 1155, 1971 Leg.) (Amended by HB 1072 of the 1977 Leg.)**

Section 168. Federal Funds — Acceptance by State Board of Education. The State Board of Education is hereby empowered to accept and disburse any grants or funds that may be matched by or received from the federal government for the education of exceptional children and to make necessary rules and regulations for such purposes. **(Sec. 13-107, HB 1155, 1971 Leg.)**

Section 169. State Funds — Allowances for Special Education.

A. The State Board of Education is hereby authorized to establish all necessary rules and regulations and set the rate of reimbursement for physical and occupational therapists, teachers of homebound children or home-to-school telephone instruction, board and room for transferred handicapped children to attend a special class, travel for transporting handicapped and exceptional children within or without the district, and travel for teachers who are required to travel in fulfilling the services to handicapped children in homebound, cooperative, or county programs for exceptional children.

B. The State Board of Education may make provisions for boarding exceptional children who must be transferred from their home school districts to school districts providing special education, but in no case shall the reimbursement from other state funds for this purpose exceed Four Hundred Fifty Dollars ($450.00) per child per year.

C. The State Board of Education may make provisions and payments therefore from other state funds for the special education of any deaf and blind

child, resident of the state, in any private or public institution, either inside or outside of the State of Oklahoma, but in no case shall payment from state funds for such special education, including board and room for such child, exceed Five Thousand Dollars ($5,000.00) per child per year.

D. None of the funds received by a school district under the provisions of this section shall be considered as a part of the chargeable income of such district for State Aid purposes.

E. None of the funds referred to in this section shall be allowed or paid to a school district for any of the following:

1. For any teaching unit or class organized with a number less than that specified by the State Board of Education.

2. For any teaching unit or class organized for speech-defective children with a number less than that specified by the State Board of Education.

3. For any teaching unit or class consisting of children who are both deaf and blind, except as specified in subsection C. of this section.

Section 170. Personnel to Carry Out Provisions of This Article. The State Board of Education shall appoint and employ and fix the compensation and duties of necessary personnel and incur other necessary expenses, including cost of consultants, to administer and carry out the provisions of this article, and such compensation and other expenses shall be paid from any funds appropriated to carry out the provisions of this article. **(Sec. 13-109, HB 1155, 1971 Leg.)**

Section 171. Teachers — Pay. Qualified and properly certified teachers of special education shall be paid a minimum of five percent (5%) above the prevailing wage paid teachers of normal children in the same school district. **(Sec. 13-110, HB 1155, 1971 Leg.)**

Section 172. Register to be Maintained — Needs to be Met. The State Board of Education shall have power and it shall be its duty:

1. To maintain a register of educable mentally-handicapped children, trainable mentally-retarded children, speech-defective children, emotionally-disturbed children, perceptually-handicapped children and other handicapped children and to use all means and measures necessary to meet the physical needs of all educable and trainable such children, as provided by law; and

2. To stimulate all private and public efforts to relieve, care for, cure, educate or train handicapped children, and to coordinate such efforts with the work and function of governmental agencies. **(Sec. 13-111, HB 1155, 1971 Leg.)**

Section 243. Adjustments and Limitations

E. If any school district shall fail, neglect or refuse, for any reason whatsoever, to provide special education for a handicapped exceptional child, certified as such by competent authorities and residing in such district, as directed in Section 13-1 of Title 70 of the Oklahoma Statutes, the following is hereby authorized:

1. Such child shall be entitled, upon petition by the child's parent or guardian, without consent or approval of the school district not providing special education, to transfer to any adjacent or nearby school district which will accept the handicapped exceptional child and provide the special education which such child is entitled to receive. The school district in which a child transferring under this section resides shall pay to the district receiving and educating such child, as tuition, a special education transfer fee as provided in paragraph 2 of this section. Provided the average daily attendance of such child shall be credited to the home district of such transferee.

2. The special education transfer fee shall be the per capita cost of the receiving district for current expenditures for the special education of such handicapped exceptional child based upon the cost of teachers, equipment, material, and special costs associated with the special education class.

3. It shall be the duty of the school district from which such handicapped exceptional child transfers to appropriate and pay such special education transfer fee to the district which receives and educates such child. If a school district owing such special education transfer fees shall fail, neglect or refuse for any reason whatsoever to appropriate and pay such special education transfer fees, then the school district entitled to receive such fees shall certify such fact to the Finance Division of the State Department of Education. Upon receipt of such certification, the Finance Division shall deduct the amount of the special education fee from any State Foundation Program or Incentive Aid otherwise due the sending district and transmit such amount to the receiving district. **(Sec. 10, HB 1163, 1971 Leg.)**

Sec. 572. Deaf Children — Special Education. It shall be the right of every child who is deaf or so hard of hearing that he cannot participate in the regular public school program to receive an appropriate education at the expense of the State of Oklahoma. It shall be the duty of every school district to seek out and identify every such child between the ages of two and twenty-one at the earliest possible age under procedures to be prescribed by regulations of the State Board of Education. It shall be the duty of every parent or other person having custody of such child to cause such child to be enrolled in and attend a school which provides special education for such deaf children. **(70-1210.171).**

STATE DEPARTMENT OF EDUCATION REGULATIONS PERTAINING TO SPECIAL EDUCATION FOR EXCEPTIONAL CHILDREN

Establishment of Classes:

The class, or classes, shall be established by action of the superintendent with the full approval of the district board of education.

Definitions of Terms:

"Special Teacher" is a qualified professional with appropriate special certification, who is employed to work with exceptional children.

"Unit" may be defined as a specialized class for a full time teacher. This is not to mean that a child designated as "exceptional" may not participate in the daily activities of the school. "Half Unit" may be defined as a specialized class to which a teacher devotes half her time to the teaching of exceptional pupils.

No school shall be reimbursed for teaching special education classes on less than a half a unit basis. The following standards should be observed by school districts accepting reimbursement for teaching special education children.

Eligibility of Pupils:

The eligibility of children for this service should be determined by an evaluation/placement team as prescribed in the law.

Admission to Special Services:

Children shall be provided Special Education Services designed to meet their particular needs.

Types of Programs:

All special education students are entitled to a minimum of twelve (12) years beginning at grade one; however, students may be enrolled at an earlier age if eligible.

Physically Handicapped
Children with Learning Disabilities
Emotionally Disturbed
Gifted/Talented
Educable Mentally Handicapped
Trainable Mentally Handicapped
Speech Handicapped
Visiting Counselor

Severely handicapped children, who may begin an educational program at birth, are operationally defined as those children functioning at or below 50% of normal expectancy.

Multiple Handicapped
Hearing Impaired
Blind and Partially Sighted
Severe/Profound (Children who fail to thrive from birth)

Information regarding the minimum and maximum number of students for approved programs will be made available to school personnel in bulletin form. This information can also be obtained by calling the Special Education Section of the State Department of Education. (521-3351)

Teacher's Certification:

A teacher, to qualify as an instructor of exceptional children (except Gifted/Talented) must hold a valid Special Education teacher's certificate under the State Laws of Oklahoma. The special preparation shall be in the area in which the teacher will teach.

Teacher's Salary:

The law provides that the teacher of Special Education shall be paid a minimum of 5% above the prevailing wage paid teachers of normal children in the same school district. This should be construed to mean teachers of equal preparation and experience.

Transportation: (Inter-District)

When a school district providing Special Education Services pays the transportation cost of a transferred pupil being transported from a point in another district to its own Special Education school or class, that school district may be reimbursed for the actual costs when a public carrier is employed. If a private carrier is used, the district may be reimbursed at a rate not to exceed six cents (6c) per mile to and from the school and the total annual reimbursement shall not exceed $450.00 per child. When more than one (1) child is transported in the same private vehicle, an additional charge not to exceed three cents (3c) per mile per child may be made. Individual cases will be considered on their merit.

(Intra-District)

Reimbursement of in-district transportation for exceptional children will be made according to the following regulations:

1. Services are not available in the school which the child would normally attend.

2. The child cannot use the regular school transportation system to reach the building where special services are provided.

3. Distance must exceed 1-1/2 miles from home to school to be attended.

4. Reimbursement shall be at the rate of six cents (6c) per mile for one round trip daily or the actual cost of such transportation if a public carrier is used. Total annual reimbursement shall not exceed four hundred and fifty dollars ($450.00) per child. When more than one child is transported in a private vehicle an additional charge not to exceed three cents (3c) per mile per child may be made.

(Exceptions)

Children who are orthopedically handicapped may be transported even though they live within a mile and one half from school or within the boundaries of a school providing the special service. Reimbursement will be the same as above.

Boarding:

The State Board of Education may make provision for boarding children specified in Section I of the Act who must be transferred from their home school district to school districts providing special educational facilities. In no case shall reimbursement from the State Treasury for this purpose exceed $450.00 per child per year.

Length of School Day:

A school day for children enrolled in special education classes who function at an academic level not higher than first grade shall consist of not less than five hours of school activity. When a child is unable to attend school five hours the length of his school day may be determined by the local school authorities with the approval of the State Administrator of the Special Education program.

Supervision:

Cooperative, helpful supervision by the superintendent, building principal and special supervisor is necessary for success in the program. The attitude of the administrator and teachers will determine the disposition of the normal children toward these pupils. The special teacher should never be used as a substitute for teachers of regular classes. The same importance must be attached to this service as is given to regular teaching.

Case Records:

Individual cumulative records must be kept in the classroom, however, this does not necessarily mean the psychological summary. The psychological summary should be kept in a secure place in the building where the class is held and available to professional personnel. (See confidentiality requirements)

REIMBURSEMENT FOR SPECIAL SERVICES

The State Board of Education is authorized to establish all necessary rules and regulations and set the rate of reimbursement for physical and occupational therapists, teachers of homebound children or home-to-school telephone instructions, board and room for transferred handicapped children to attend a special class, travel for transporting handicapped children, and travel for teachers who are required to travel in fulfilling the services to handicapped children in homebound, cooperative, or county programs for exceptional children.

There shall be paid to each school district providing special educational facilities and services for exceptional children, not to exceed the amounts indicated in the following schedule for the purposes stated:

SALARY: School districts conducting approved home teaching programs must pay teachers of homebound children a minimum per home visit of **six dollars ($6.00)** per child taught. Approved programs will be reimbursed at the end of each semester. For the first semester, the reimbursement will be seventy five per cent of **six dollars ($6.00)** per trip for three trips per week, subject to available funds. Reimbursement for the second semester will depend on funds available. If funds are available, all special services will be paid in full plus the twenty five per cent (25%) withheld for the first semester.

School-to-Home Telephone System: When a physically handicapped child is taught in his home by the school-to-home telephone system reimbursement will be made of not more than three hundred dollars ($300.00) per year for each child to pay the cost of such services. Reimbursement will be made at the end of each semester.

Transportation to Special Education Class:

Reimbursement — The school district may be reimbursed for the actual cost when a public carrier is employed. If a private carrier is used, the district may be reimbursed at a rate not to exceed six cents (6c) per mile to and from school, and the total reimbursement shall not exceed fifty dollars ($50.00) per month or four hundred fifty dollars ($450.00) per child per year. When more than one child is transported in the same vehicle, an additional charge of not more than three cents (3c) per mile per additional pupil may be made.

Transportation to Regular Class:

When a physically handicapped child is unable to attend any school or class in the district of which he is a resident, the Board of Education of said district with the approval of the State Special Education Section is authorized to make provisions for transportation of such a child to attend the regular school in the district where he is a resident. Reimbursement for these services not in excess of four hundred fifty dollars ($450.00) will be made by the Special Education Section, State Department of Education. Individual cases will be considered on their merits.

Therapists:

Physical and occupational therapists, two thousand five hundred dollars ($2,500.00).

Boarding:

Reimbursement not to exceed four hundred fifty dollars ($450.00) per child per year will be made when school districts make provisions for boarding exceptional children who must be transferred from their home districts to school districts providing needed special services.

Deaf-Blind:

Payments will be made for special education of any deaf and blind child, resident of the State of Oklahoma, in any private or public institution, either inside or outside of the State, but in no case shall payment from State funds for such special education, including board and room and transportation, exceed five thousand dollars ($5,000.00) per child per year.

County and Cooperative Program:

County Superintendents may organize and operate special education programs as provided by law. By the same token, two or more school districts are authorized to form cooperative programs to provide special education services. When a teacher is required to travel from one school to another, serving those who need special training, the teacher's travel cost between the schools may be paid at a rate of six cents (6c) per mile. Reimbursement, not to exceed four hundred fifty

dollars ($450.00) will be made by the Special Education Section of the State Department of Education.

METHOD OF REIMBURSEMENT

Special services are reimbursed from a fund established by Legislative action. These funds are separate from the funds used for reimbursement of special classes. Reimbursement for special services will follow the schedules as stated in the foregoing section and will be handled in the following manner:

(1) They must have a Preapproval Application for the special service on file with the Special Education Section.

(2) Application for Aid will be sent by the State Special Education Section to each school district that has on file an approved Preapproval for a special service. These applications will be mailed to the districts at the end of each semester. The first semester's Application for Aid should be returned within thirty (30) days from the end of the first semester. The second semester's Applications for Aid must be returned by June 10.

(3) Application for Aid will be checked and checks will be mailed to the school districts for the amounts to be reimbursed.

Reimbursement will be made by semesters using half of the appropriated funds for each semester.

For the homebound teacher reimbursement will be at the rate of $4.50 per teaching trip for three trips per week.

If application for aid exceed available funds, each claim will be prorated.

Please Note:
ALL SECOND SEMESTER APPLICATIONS FOR AID MUST BE IN THE SPECIAL EDUCATION OFFICE BY JUNE 10. APPLICATIONS RECEIVED AFTER THIS DATE WILL NOT BE CONSIDERED.

MEDIATION IN DISPUTES CONCERNING THE HANDICAPPED**

**Comment from the August 23, 1977 Federal Register

Many States have pointed to the success of using mediation as an intervening step prior to conducting a formal due process hearing. Although the process of mediation is not required by the statute or these regulations, an agency may wish to suggest mediation in disputes concerning the identification, evaluation, and education placement of handicapped children, and the provision of a free appropriate public education to those children. Mediations have been conducted by members of State educational agencies or local educational agency personnel who were not previously involved in the particular case. In many cases, mediation leads to resolution of differences between parents and agencies without the development of an adversarial relationship and with minimal emotional stress. However, mediation may not be used to deny a parent's rights.

DUE PROCESS PROCEDURES

Following are the procedures adopted by the State Department of Education for insuring that handicapped children and their parents are guaranteed procedural safeguards in decisions regarding identification, evaluation, and educational placement of handicapped children:

I. **Due Process Guarantees.** The following due process procedures have been adopted by the SEA to comply with Section 613 (a) (13) (A) (i) - (iv) of EHA-B as amended by P.L. 93-380. The regulations contained in these amendments are in effect for implementation by Oklahoma LEA's.

Complete Due Process Manuals are available from the State Department of Education, Special Education Section.

A. **Definitions**

1. **Parent.** The term "parent" includes a natural mother or father, adoptive mother or father, a legally appointed guardian, a surrogate parent for a child appointed pursuant to procedures set out herein. The term parent also includes the child if he has reached the age of majority.

2. **Notification.** Terms such as "notice" and "notification" include (1) written statements in English and in the primary language of the parent's home, and (2) oral communication in the primary language of the home.

3. **Impartial Hearing Officer.** The term "impartial hearing officer" means a person or tribunal of persons assigned to preside at a due process hearing and whose duty it is to assure that proper procedures are followed and that the rights of the parties are protected. An impartial hearing officer must be:

a) unbiased—not prejudiced for or against any party involved in the hearing.

b) disinterested—not having any personal interest at stake in the outcome; and

c) independent—may not be an officer, employee or agent of the LEA. The cost of the hearing process is the responsibility of the local educational agency.

4. **"Days"** —means calendar days.

5. **"Surrogate Parent"** — means a person appointed to act in place of parents or guardians when a child's parents or guardians are not known, are unavailable, or the child is a ward of the state. Surrogate parents will not be employees of the SEA or LEA involved in the education or care of children. The function of the surrogate parent shall be to represent the child's interest in the same way that a parent or guardian would be expected to represent the child's interest.

II. **Parental Permission for Testing.** When there is reason to believe that a preschool or school age child is in need of special education services, and such a child becomes the subject of individual evaluation procedures (formal testing, informal assessment, observation), then advanced written permission for such procedures to be used shall be obtained from the parents. The letter requesting permission for such testing shall contain the following:

A. The reasons the evaluation has been requested, and the name of the person who initiated the process,

B. A statement of the right to refuse to permit the evaluation, with the understanding that the LEA can request a hearing to present its reasons and try to obtain approval to conduct the evaluation,

C. A statement of the right to review all relevant records and to be fully informed of the results of the evaluation, and

D. A declaration that the child's educational status will not be changed without the knowledge and written approval of the parent, or until the notice and due process procedures have been exhausted.

1. **Parents Refusal.** If the parents refuse to give permission, the LEA should attempt to seek resolution through an individual conference(s). If the parents still refuse to allow the proposed evaluation, the LEA should either accept the decision or appeal to the (State) Hearing Officer.

If the LEA accepts parental refusal, the LEA must demonstrate with documentation that it has repeatedly attempted to contact and obtain permission by means of regular mail, telephone and home visit.

If the LEA appeals to the State Hearing Officer, a full adversarial hearing will be held. In such a hearing, the burden of proof is on the LEA to establish with facts that there is reasonable likelihood that the child will be found to have special needs.

III. **Impartial Due Process Hearing.**

A request for a hearing may be initiated at any time after the parent conference.

Public Law 94-142 regulations 121a.512 require that: The public agency shall insure that not later than forty-five (45) days after the receipt of a request for a hearing: (1) A final decision is reached in the hearing; and (2) A copy of the decision is mailed to each of the parties.

After a request for a hearing has been presented to the local board of education, the local school administrator will contact the State Department of Education. The district superintendent or administrator shall notify the parent or guardian of the child in writing of the date, time and place of the hearing.

A. Prerequisites to a hearing. Before the actual hearing is conducted, the following steps will take place:

1. Prior notice as described will be provided to the parents. Such notice should be presented orally and in writing, via certified mail. The written notice should:

   a) Describe in detail the proposed or requested action and the reasons why such action is deemed appropriate or inappropriate for the child.

   b) Specify any tests or reports upon which the proposed or requested action is based.

   c) State that school files, records, and reports pertaining to the child will be available for inspection and copying at reasonable cost.

   d) Describe in detail the right to obtain a due process hearing if there are objections to the proposed or requested action, including a description of all the rights regarding procedures at such a hearing.

   e) List those agencies in the community from which legal counsel may be obtained for those unable to pay for counsel themselves.

   f) Indicate the opportunity to obtain an independent evaluation of the child at public expense and including the names, addresses and telephone numbers of appropriate public agencies where such services can be obtained at no cost.

   g) When the proposed or requested action involves placement or denial of placement, describe any alternative educational placements which are similar to regular class settings than is the proposed placement, and give the reasons why such alternative placements are not appropriate for the child.

   h) Describe the procedures for appealing the decision resulting from the due process hearing.

   i) State that the child will remain in the present educational placement until such time as there is a decision following the due process hearing or until a proposed educational placement is accepted by the parties. (In an emergency situation where the health and safety of the child or of other persons would be endangered by continuing the present placement, a change in placement may be made earlier by order of the hearing examiner.)

2. The parents will be allowed access to school reports, files, and records pertaining to the child, for inspection and copying at reasonable cost.
3. The parents will be provided the opportunity to obtain an independent evaluation of the child's educational needs at public expense.
4. An impartial, trained hearing officer will be appointed to preside at the hearing.
5. The hearing officer will provide to the parents and to the officials of the LEA notification as to the time and place of the hearing, which should be a time and place reasonably convenient for the parents.
6. The parents will be given the opportunity to exercise their right to compel the attendance at the hearing of any officer, employee or agent of the Local Education Agency or State Education Agency who may have testimony or evidence relevant to the question of the needs, abilities, proposed or status of the child; and
7. Steps will be taken to assure that the child will remain in his/her present educational placement until the hearing officer enters a decision following the hearing (except that in emergency situations where the health and safety of the child or of other persons would be endangered by continuing the present placement, a change in placement may be made earlier by written order of the hearing officer).

B. **Procedures at the hearing.** The due process hearing will be conducted in accordance with the following procedures:

1. The hearing officer will preside at the hearing and will conduct the proceedings in a fair and impartial manner to the end that all the parties involved in the hearing have an opportunity to present their evidence and testimony;
2. The parents and the LEA may have representatives, including but not limited to legal counsel or other professional persons, attend the hearing;
3. The hearing will be closed to the public unless the parents request an open hearing;
4. The parents and the LEA, or their respective representatives, have the right to present evidence and testimony;
5. The parents and the LEA and their respective representatives will have an opportunity to confront and question all witnesses at the hearing;
6. If the child is over the age of majority, he or she will have the right to attend the hearing;
7. If the child has not reached the age of majority, the parents have the right to determine whether he/she should attend the hearing, except that upon a finding by the hearing officer that attendance by the child would be harmful to his/her welfare, the child may be excluded from portions of the hearing.

8. The burden of proof as to the appropriateness of any proposed placement, as to why more normalized placements could not adequately and appropriately serve the child's educational needs, and as to the adequacy and appropriateness of any test or evaluation procedure, will be upon the local educational agency;
9. A tape recording or other verbatim record of the hearing should be made.
10. At all stages of the due process procedures, interpreters for the deaf and when needed interpreters fluent in the primary language of the home should be provided at the public expense.

C. **Decision of the hearing officer.** The hearing officer's decision shall be issued within forty-five (45) days of the initial request for the hearing.

1. Such decision will be in writing and will be sent by certified mail, return receipt requested, to the parents, to the LEA, and to their respective representatives;
2. The decision of the hearing officer shall include findings of fact conclusions, and reasons for these findings and conclusions. If the decision is to disapprove a proposed education program, it shall include a statement as to what is an adequate and appropriate educational program for the child. If the decision is to approve a proposed educational program, it shall include a finding that a less restrictive program could not adequately and appropriately serve the child's educational needs;
3. The decision of the hearing officer will be based solely on evidence and testimony presented at the hearing;
4. A summary of the proceedings at the hearing shall be made, into which should be included any materials or statements specifically requested by and of the parties to appear in the record, and such summary shall be made available to the parties to the hearing;
5. Upon request of the parents or the LEA, a copy of the tape recording or other verbatim record of the hearing will be transcribed and provided;
6. A statement will be included that the decision of the hearing officer is binding upon the parents or the child if over the age of majority, and upon the local education agency, its officers, employees and agents, subject to procedures for administrative or judicial appeal.
7. The decision of the hearing officer will include a statement of the procedures, to be used for appealing such decision.

D. **Appeals.** Appeals may be initiated by a parent or by the LEA. Such appeal of a decision of the hearing officer will be heard by the State Board of Education or its impartial designee. Any such designee should meet the same qualifications required of all hearing officers. The appeal shall be conducted in accordance with the state administrative procedure act or other statutes governing appeals of administrative proceedings, and an opportunity shall be provided to the parents to appeal the decision of the State Board of Education or its impartial designee to a state court.

IV. **Surrogate Parents.** In order to provide every child eligible for a public education with the protection of procedural due process, even under circumstances where a child's parents or guardians are not known, are unavailable, or the child is a ward of the state, each child will be assigned a parent surrogate according to the following procedures:

A. **Recruitment and Training.** The SEA will recruit and train persons who can serve as surrogate parents, and maintain a registry of eligible persons, and compensate or make arrangements for the compensation of such persons when served.

B. **Selection by Standing Board.** The SEA, when the need is demonstrated, will elect a group of people to be available to serve as surrogate parents. These people shall be chosen from a list of people recommended by a state level, standing board or committee charged with advising or working with the State regarding the education of handicapped children. This board or committee shall be broadly representative of persons concerned with the education of handicapped children, including consumers, parents, teachers and others concerned with the education of handicapped children.

C. **Qualification of Surrogates.** Persons selected as surrogates will (1) have no other vested interest that would conflict with their primary allegiance to the child they would represent, (2) be committed to personally and thoroughly acquaint themselves with the child and the child's educational needs, (3) be of the same racial, cultural, and linguistic background of the children they represent and (4) be familiar with the education system within the State.

D. **Accessibility to Children.** Persons to serve as surrogates will be selected to assure adequate representation of the entire state so that they will be readily accessible to the children that they represent.

E. **Procedures for Assigning Surrogates.** Assignment of a surrogate to a particular child will be made according to the following procedures:

1. Any employee of an LEA, SEA, residential school or hospital, any physician, any judicial officer, or any other person whose work involves education or treatment of children who knows of a child possibly needing special education services and knows that the parents or guardians are not known, unavailable or that the child is a ward of the State, will file a request for assignment of a surrogate to the child with the child's LEA with a copy of the request to the standing committee or board and to the SEA.

2. In an effort to determine whether or not the parents or guardians are in fact unknown, unavailable, or the child is a ward of the State, the LEA will send a notice of the need for a surrogate to the adult in charge of the child's place of residence and to the parents or guardians at their last known address.

3. The LEA should request from the SEA the assignment of a hearing officer to weigh the evidence and determine whether or not the parents or guardians are unknown, unavailable, or the child is a ward of the State. This determination shall be completed within a reasonable time following receipt of the original request for a surrogate; and the finding of the hearing officer shall be sent to the LEA, SEA and the standing state board or committee. If the hearing

officer finds a need for a surrogate, such assignment will be made by the SEA within 5 days.

4. Once assigned, the surrogate will represent the child at least through the time of the first periodic review of the child's educational placement.
5. The child himself will have the right to obtain a change in surrogate at any time he chooses.
6. Surrogates will not be assigned to children who have reached the age of majority.

V. **Least Restrictive Environment.** Following are the procedures to insure that to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular education environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily:

A. **Statement of Policy**

1. **Statement of Philosophy.** The Oklahoma State Department of Education has always operated on the policy that Special Education was a "part of, not apart from regular education." The Department recognizes, however, that there must be a continuum of service delivery systems available if the special needs of the exceptional child are adequately met. The service delivery systems include:

Institutional Placement
Self-Contained Day Classes
Learning Resource Rooms
Intinerant Teachers
Homebound Teachers
School to Home Telephone
Teacher Consultants to Regular Classroom Teachers
Home Based Delivery Service (This is for children who cannot be served in the school setting. Efforts to integrate the child into school based settings should be developed "gradually" as the child's adaptability permits.)

Local school systems are encouraged to develop their programs around the needs — not force students into rigid program molds. While emphasizing the philosophy of "Least Restrictive Environment" the realism of the special needs of handicapped children is considered in deciding their educational program. Emphasis is given to placement in a program designed to assure maximum development with minimal failure.

In 1974, the State Legislature passed a law, "The Prescriptive Teaching Act of 1974" This law provides provisions insuring procedural safeguards such as requiring parental consent for testing, the use of multi-disciplinary tests, development of individual educational intervention plans and in general insures proper identification and placement by qualified personnel for those students needing special services. The provisions of this law have been

disseminated to LEA's. The regulations on due process procedures will be sent to all LEA's as well as all other additions to the state policies as changes are made.

B. **Impelementation and Enforcement Plan**

1. The Oklahoma Law allows the LEA's a choice of program alternatives covering the full continuum of delivery systems. Each LEA must submit to the SEA on an annual basis a program report and a class enrollment record. The SEA's regulations allow freedom for each child to be programmed to meet individual needs.
2. If any deficiencies in a program are observed, the SEA representative consults with the LEA and helps develop a plan to remediate program deficiencies.
3. A major function of the Special Education Section is the provision of inservice training and technical assistance to LEA's.

   The state staff works closely with the various professional and parent organizations serving as panelists or presenters at various state or regional meetings. The staffs of the Regional Education Service Centers hold inservice training sessions for both regular and special education teachers periodically throughout the year.
4. The Oklahoma State Law provides for cooperative programming as needed. Programs may be inter-district or regional in nature. Guidance is given so that as needs increase local programs are developed allowing less restrictive individual programming.

C. **Cooperation between Regular and Special Education**

The Special Education Section is part of the Instruction Division of the SEA. Special Education staff participate jointly with subject matter specialists in workshops throughout the state.

A recent law requires all teachers to obtain at least one course in the education of the Exceptional Child.

D. **Special Education Advisory Committee**

The State accountability resolution requires active participation of advisory groups in developing LEA needs, goals and objectives.

E. **Inservice Training**

Inservice sessions are held as part of the SEA's commitment to quality education for all children. The Special Education staff has served and will continue to serve on panels and present programs to local staffs and at regional meetings.

VI. PROCEDURAL SAFEGUARDS

A. **Non-discriminatory Testing & Placement**

Following are the procedures that have been adopted by the SEA to insure that testing and evaluation materials and procedures utilized for purposes of classification and placement of handicapped children will be selected and administered so as not to be racially or culturally discriminatory:

1. Written parental permission will be obtained before any individual evaluation procedures are carried out on a child where agency

proposes to change placement of child.

2. Parents shall have the power to request the LEA to conduct an evaluation on their child when they feel he/she has need of a special education program.
3. The request for parental approval for individual evaluations will contain the following information: (1) the tests that are used in evaluations, (2) how long the evaluation of a child usually takes, and (3) the purpose of evaluation, etc.
4. The various evaluation materials and procedures used for purposes of classification and placement of handicapped children will meet a test of reasonableness in the eyes of competent professional persons and informed laymen; and such material and procedures will be administered by qualified persons under conditions which are conducive to the best performance of the child.
5. Upon request, parents will be given a report of the results of the evaluation by a qualified person to interpret evaluations results.
6. Whenever decisions are to be made which will affect the educational status of their child — including decisions based on both the initial evaluation and all subsequent reviews permission must be obtained from the parents before such decisions are implemented.
7. The intent or effect of the evaluation should be the development of an educational plan for the child, based on a description of his/her strengths and weaknesses. Whenever possible, parents should participate in the development of the educational plan for the child.

B. **Comprehensive Assessment**

The assessment of a handicapped child in an LEA will be multifactored and multisourced. In order to provide a comprehensive view of the child from the perspective of the school, home and community, the following information must be obtained and considered in the placement decision:

1. **School Information.** Information from the school will include but not be limited to an assessment of the following areas:

   a) **Educational Functioning:** An assessment will be made of the child's educational functioning in relation to the academic program of the school; and the results of this assessment shall be expressed in terms of both the child's strengths and weaknesses. The assessment should be comprehensive, using a full range of available instrumentation and observations, including diagnostic tests and other appropriate formal and informal measurements. Whenever intelligence tests are administered, the I.Q. score alone, shall not be used in making inferences about the child's level of intelligence or learning potential. The full test (including protocols, content, subtests, etc), will be interpreted by the qualified examiner who administered the test.

   Any "classification" of students for educational purposes shall consist of a description of the types of educational programs and services needed by each child to learn to the fullest extent possible in the school setting.

b) **Psychomotor and Sensory Development**: An assessment also will be made of the child's psychomotor and sensory development, including audiological and ophthalomological or optometric examinations if deemed necessary.

c) **Adaptive Behavior**: An assessment also will be made of the child's adaptive behavior in the school setting based on observations and records, and, where appropriate, the use of adaptive behavior scales.

2. **Home Information.** Information from the home will include (1) the child's adaptive behavior in the home, community and neighborhood, as perceived by his parents or guardians or principal caretakers, (2) the sociocultural background of the family, and (3) the child's health and developmental history.

C. **Modification of Procedures for Children with Linguistic or Cultural Differences**

No assessment will be attempted when a child is unable to respond to the tasks of behavior required by a test because of linguistic or cultural differences unless culturally and linguistically appropriate measures are administered by qualified persons. In those cases in which appropriate measures and/or qualified persons are not available, diagnostic-prescriptive educational programs will be used until the child has acquired sufficient familiarity with the language and culture of the school for more formal assessment.

Persons interpreting assessment information and making educational decisions will be qualified to administer the various measures and qualified to take cultural differences into account in interpreting the meaning of sets of data from both the home and the school.

D. **Evaluation/Placement Team.** Within 15 days of receiving an evaluation report on each child which has been referred for evaluation, by either the parent or the LEA, a placement team will meet and determine if that child is eligible to receive Special Education or related services and, if so, will within 30 days of determining eligibility develop an Individualized Education Program designed to meet the immediate education needs of that child.

1. **Composition.** The team will be composed of persons who directly or indirectly are involved in or influence the child's education success. This might include the parents and their community representative or advocate, various professional persons in the school, including the regular teacher, special teacher, psychologist, communication/speech therapist, counselor, and nurse. In addition community related personnel including the social worker, minister, and family physician, might also be appropriate.

Review of Instrument & Procedures. The team will accept responsibility to review the procedures, instruments and observations used to determine the child's level(s) of functioning and behavior and will evaluate the appropriateness of such procedures, instruments and observations with regard to each child's particular socioeconomic level and economic background.

3. **Recommendations for Placement.** The team will be responsible for evaluating all pertinent information about the child and making recommendations concerning the most advantageous placement possible within 15 days of receiving the educational evaluation. Some alternative program assignments recommended by such a team might include:
   a) those immediately available in the LEA (based on the continuum concept),
   b) programs developed by the LEA to meet the unique needs of the individual child.
   c) contracts with other LEA's.

E. **Re-evaluation or Continuous Review Process**

There will be a continuous review of a child's placement or progress.
* An annual review of his/her education status will be made by the team to determine whether the child should:

1. Remain in his present program using the instructional pattern set for the child originally;
2. Remain in his present program but with a restructured instructional pattern;
3. Be placed with a different special service unit to meet educational and/or social needs;
4. Be totally integrated into the regular classroom; or
5. Be offered services elsewhere in or out of the community.

* The annual placement review statement can be **added** onto the Individualized Education Program if the Placement Team and the I.E.P. Team members are the same. If the Team members are different, a separate statement will be needed.

F. **Training of Personnel**

Inservice education of school personnel charged with responsibility of child assessment and the determination of eligibility for special education services will be ongoing. Such training services and components will include the following:

1. Interpretation of instruments and test results designed to obtain information based on a range of specific behaviors, not solely upon statistical normative data.
2. Development of competencies in interpreting assessment appropriately for various cultural and minority groups.
3. Development of competencies in using and interpreting adaptive behavior measures and in making estimates of adaptive behavior.

Improvements in pre-service training in the use of multi-factored and multi-sourced assessment procedures, will be encouraged through recommendations to colleges and universities on course content at the periodic reevaluations for certification as training institutions.

POLICY CONCERNING EDUCATIONAL EVALUATION

Philosophy:

The Oklahoma State Department of Education has always maintained that Special Education is a part of, not apart from, regular education. To assign a child to a program which differs from that provided his peers, must be done on the basis of its relevancy to the provisions of an adequate education for that individual and his specific needs and abilities. Assignment to a regular program can be as restrictive to a child's freedom to learn as would inappropriate assignment to some special program. Proper evaluation of the individual's ability to function is vital to the provision of adequate educational placement.

The Department recognizes that test scores are a reflection of the interaction of the individual's ability with his environment. They reflect the individual's functioning at that time, in that specific situation and must be used cautiously and in conjunction with other evidence, i.e., environment, social and economic status, prior behavior in classrooms, on classroom work and any other evidence available to support recommendations for specific educational programming. To the extent possible categorization should be for educational purposes and should not be permanent until sufficient evidence is accumulated to justify specific diagnosis.

Continuous evaluation of the individual's performance behavior is a must. The results of the observation should be formalized at least yearly into specific statements recommending the best possible educational placement for the individual at that time.

The results of standardized tests will, of necessity, play a large part in the identification of students eligible for special services. No one test shall constitute sufficient evidence to recommend special placement. Multi-factor tests and evaluations consisting of non-verbal and culture free items must be used in conjunction with other evidence before placement is recommended. To insure adequate reliable testing, individuals competent in the use of varied instruments will be the only individuals recognized as qualified to make educational placement statements. The following section lists the type of professionals who will be allowed to make placement statements based on their administration and interpretation of individual tests.

SPECIFIC QUALIFICATIONS:

The Special Education Section has a continuing concern that children recommended for placement in special programs are, in fact, in need of such placement. Standardized test data should be a part of evaluation information used in making placement recommendations. School achievement, general adaptive behavior and environmental information should also be included in the individual's record folder and be considered by the evaluation/placement team.

Individuals qualified to administer tests and recommend placement in classes or

programs for the mentally handicapped, programs for children with learning disabilities, and programs for the gifted/talented are:

1. Psychiatrists
2. Licensed Psychologists
3. Certified School Psychologists
4. Certified School Psychometrists
5. Certified School Counselors*
6. Certified Teachers*
7. State Merit Board Qualified Examiners

* They must have on file with their L.E.A. a certificate of competency issued by the professor who taught the course or the college official authorized to make such recommendation stating the specific tests they are qualified to administer and interpret the results for educational placement recommendations.

For placement in classes or programs for the emotionally disturbed:

1. Psychiatrists
2. Licensed Psychologists
3. Certified School Psychologists
4. State Merit Board Qualified Psychologists

For placement in a class or program for the blind or partially sighted:

1. Medical Doctors
2. Ophthalmologists
3. Optometrists

For placement in a class or program for the deaf or hard of hearing:

1. Medical Doctors
2. Audiologists

For placement in a class or program for the physically handicapped:

1. Medical Doctors
2. Osteopaths

For placement in a class or program for the speech impaired:

1. Audiologist
2. Certified Speech Therapist
3. State Merit Board Qualified Speech Therapists

In the case of a child whose primary home language is other than English, the following conditions must be met:

1. The examiner is fluent in both English and the primary language of the home, or
2. There is available to the examiner an interpreter fluent in the primary language of the home, and
3. The tests used must contain sufficient non-verbal material to enable a valid, reliable decision to be made as to the individual's probable level of educational functioning.

REFERRAL FOR EVALUATION (State Approved Form)

School District _____ No. _____ County _____

Name of Student _____ Birthdate _____ Grade _____

I have referred the above named student to _____ for an appropriate evaluation to determine the need for special services.

Reason for Referral:

____ Evaluation for possible placement in a Special Education Class.
____ Evaluation for teacher information.
____ Evaluation for a prescriptive teaching plan (Check only if the teacher agrees to implement the plan and agrees to assist in conducting a follow-up evaluation to determine the effectiveness of the plan).

_____ ____ _____ ____
Signature of School Administrator Date Signature of Teacher Date

To obtain test data, as part of a total information package, needed to make informed recommendation for future educational programming, an assortment of tests will be given from the following list of selected educational tests:

1. Wechsler Intelligence Scale for Children
2. Bender Visual-Motor Gestalt Test
3. Wepman Auditory Discrimination Test
4. Goodenough-Harris Draw-A-Man Test
5. Illinois Test of Psycholinguistic Abilities
6. Stanford-Binet Intelligence Scale
7. Wide Range Achievement Test
8. Vane Kindergarten Test
9. Peabody Picture Vocabulary Test
10. Peabody Individual Achievement Test
11. Other

STATEMENT TO PARENTS

1. You have the right to refuse permission for individual testing.
2. You have the right to request, receive and review all relevant records and be fully informed of the results of the evaluation.
3. There will be no change made in your child's educational placement without your receiving prior notice of recommended change and have given written approval of the recommendation.
4. Upon completion of your child's testing, the testing agency shall notify you in writing within two weeks that your child has been evaluated and that your school has the results.
5. Should you refuse permission for testing, the local school board may request a hearing to present its case for testing permission following due process procedure established by the State Board of Education.

REFERRAL STATEMENT

I hereby give permission for my child, _____, to be evaluated to determine what special services the school might have to offer and how such services might best serve the educational needs and interests of my child, and give consent to release this information for appropriate professional use.

_____ ____ _____
Signature of Parent or Legal Guardian Date Address of Parent or Legal Guardian

PLACEMENT STATEMENT (State Approved Form)

School Year _____

School District _____ County _____

Name of Student _____ Birthday _____

School _____ Grade _____

Student's Address _____ Telephone _____

The following persons have met regarding the placement of the above named student. The consensus of this team is that the student is:

1. Eligible for Special Education Services for the _____ program. type
2. Is not eligible for Special Education Services and should therefore remain in the regular education program. **

Placement Team:

Signature _____ Position _____ Date _____
Signature _____ Position _____ Date _____
Signature _____ Position _____ Date _____
Signature _____ Position _____ Date _____

I have been consulted and approve of the decision to place my child in a special education program designed for the _____ exceptional child. A description of the nature and content of the special education program offered has been explained to me. I also understand that I have the right to request a review of the placement each year. The preceding has been explained to me in my primary language.

Signature of parent or guardian: _____ Date: _____

The above named student (shall) (shall not) receive special education services for the _____.

Signature of the chief school administrator: _____ Date: _____

** Recommendations For Service In The Regular Education Program:

_____
_____
_____
_____
_____
_____

CONFIDENTIALITY

In accordance with detailed criteria prescribed by the U.S. Commissioner, the following policies and procedures have been established by the State of Oklahoma to protect the confidentiality of the child identification data and information required under Section 613 (b)(1)(A) of the Act:

A. Notice: **Method and Content**

1. **Newspaper Announcements.** The State Department of Education has placed announcements in newspapers having local and statewide coverage. The following announcements appeared in: The Oklahoma Journal, The Daily Oklahoman, The Tulsa World, and the Superintendent's Newsletter:

> The Oklahoma State Department of Education is coordinating the collection of selected information items on physically, emotionally and mentally handicapped children, birth through twenty years of age, for the purpose of determining present and future program and placement needs and for statistical reporting. Information will be sought from the local counterparts of the Special Education Section of the State Department of Education, the Regional Education Service Centers, Department of Institutions, Social and Rehabilitative Services, Mental Health, and the State and County Guidance Centers.
>
> Present State Law requires the collection and maintenance of a register of all handicapped children by the Special Education Section of the Oklahoma State Department of Education. This information is used to determine the number of handicapped children in Oklahoma so that adequate plans can be made to provide them with educational services they require. Other state level agencies which provide institutional services for handicapped will probably be maintaining personally identifiable data as they need this information for placement purposes.
>
> The Special Education Section of the State Department of Education as the designated agency to coordinate educational services for the handicapped will be receiving this data from the other state and local agencies providing educational services to the handicapped. Parents and guardians maintain the right to inspect any and all data which are subject to collection and to appeal the accuracy of any such information. The access of unauthorized persons to personally identifiable data without parental consent is forbidden.
>
> One person in each local agency has responsibility for those having access to these data. It is required that these data be destroyed following the completion of special services to the child. Parents will be notified and asked to consent to submission prior to the entrance of any personally identifiable data for this collection. For further

information regarding the survey, or regarding the local person to contact for information, you may contact:

Special Education Section
State Department of Education
2500 North Lincoln
Oklahoma City, Oklahoma 73105

2. **Agency Notices.** Copies of the following notice have been sent to each participating local and state agency through which data might be entered into the system. (These notices are to be posted in conspicuous locations in each of these agencies.)

A NOTICE TO PARENTS

The (agency name to be written) is a part of a joint venture involving the Oklahoma State Department of Education to collect selected information on physically, emotionally, and mentally handicapped children, birth through twenty years of age, for the purpose of determining present and future program and placement needs and for statistical reporting.

As a parent, you are guaranteed the right to inspect any such information which is subject to collection and to require the accuracy of such information. Access by any unauthorized person to information which would identify an individual child, without the consent of the parent, is expressly forbidden.

This agency maintains the responsibility for the confidential maintenance of this information and for the destruction of this information following the termination of services for that child. Parents will be notified prior to the entrance of this information, and prior to the destruction of that data.

If you have questions regarding the collection procedure, you may contact the following person at this agency_____, or you may contact directly:

Special Education Section
State Department of Education
2500 North Lincoln
Oklahoma City, Oklahoma 73105

If you do not fully understand this notice, please ask _____ (person mentioned above) to explain its meaning to you. This notice is placed here under Federal regulations related to the confidentiality of information.

3. **Information for Parents.** Information describing the existing information gathering system and the purposes for which the information will be used is routinely provided to parents of each child who is referred for possible

special services through the due process procedures established in the Oklahoma State Plan.

B. **Access Rights.**

Parents are granted full and free access to information which is collected and maintained regarding their children from the local agency which maintains it. Requests shall be complied with within 45 days. Personally identifiable information provided to the Special Education Section of the State Department of Education, will not be made available to any individual or agency without written parental permission. In general, parents should seek this information from their local education agency or from the agency providing services to the child.

Access is guaranteed through Senate Bill No. 581, Section 7, of the Public School Laws of Oklahoma which states:

The results of individual screening shall be confidential, except that information and results shall on request be made available to parents either visually or in written form and to professional personnel involved in the education of the students, as determined by the Board. Provided, however, students shall not be subjected to individual evaluation without prior written parental permission. In no case shall the results of any individual student screening or evaluation by Center personnel be made a part of the student's permanent in-school records. Such individual student's records shall be destroyed when the information contained therein is no longer necessary for carrying out the purposes of this act or when the student reaches the age of eighteen (18), whichever is earlier. Provided, however, on written request of a parent or legal guardian, such information may be forwarded to a center serving a receiving school district.

3. Note: Paragraph B, Access Rights, broadens S.B. 581's statement to include all children, not just students.
4. Each agency shall keep records of parties obtaining access to personally identifiable data. Records shall include:
   a. Name of party receiving data
   b. Data given
   c. Purpose for which data will be used
5. Parent can only see that data dealing with their child.
6. Parents shall be provided a list of types of data collected and location of data. Fees for copies shall not be excessive so as to prevent parents' rights to obtain the data requested. No fee shall be charged for search or retrieval and visual inspection.
7. This action shall apply to each participating agency.

C. Hearing Rights.

1. Hearing rights for parents, and the right to challenge the accuracy and appropriateness of such information, are guaranteed under "The Oklahoma Annual Program Plan and the State Plan Amendment for Fiscal Year 1975" Section II. Procedural Safeguards (EHA-B: 631 (a)(13). Part 4, Paragraph D.

Appeals. Appeals may be initiated by a parent or by the LEA. Such appeal of a decision of the hearing officer will be heard by the State Board of Education or its impartial designee. Any such designee should meet the same qualifications

required of all hearing officers. The appeal shall be conducted in accordance with the State administrative proceedings and an opportunity shall be provided to the parents to appeal the decision of the State Board of Education or its impartial designee to a state court.

2. Prior to a formal hearing the agency holding data which are being questioned shall decide within a reasonable time, but not to exceed 45 days, as to their decision with request to amending data.
3. If the request to amend is denied, parents shall be informed of their rights to a formal hearing.
4. If hearing decides data are inaccurate, etc., agency shall amend data and so inform parents.
5. If hearing decides data are not inaccurate, etc., agency shall inform the parent of the right to place in the records a statement on the data stating the reasons for disagreeing with the agency.
   a. Any such statement must be maintained by the agency as a part of the records as long as the contested portion remains in the records.
   b. Disclosure by the agency of the child's records must include the statement.
6. The hearing shall
   a. Be within a reasonable time. Parent shall be given notice of date, time, and place in advance of hearing.
   b. Hearing shall be conducted by party who does not have a direct interest in the outcome.
   c. Parent shall have opportunity to present relevant issues and be assisted or represented by individuals of their choice or an attorney at the parents' expense.
   d. The agency shall make decision in writing within reasonable time after conclusion of hearing.
   e. Decision shall be based solely on evidence and include a summary of evidence and reasons for decision.
7. Policies and Procedures shall include any rights of appeal to SEA from decisions of agencies.
8. This section shall apply to each participating agency.

D. Consent. The Special Education Section of the Oklahoma State Department of Education must collect personally identifiable data from local and/or state agencies, and maintain personally identifiable data at the state agency level as required by state law.

School Laws of Oklahoma, Article XIII, Section 180.

In addition, Section 7 of Oklahoma State Senate Bill No. 581 states:

> The results of individual student screening shall be confidential, except that information and results shall on request be made available to parents either visually or in written form and to professional personnel involved in the education of the student, as determined by the Board.

The procedures established by each local education agency will be monitored by the State Education Agency to assure that all requirements for consent meet the

minimum regulations set forth in this section. These procedures will be available for review from the State Department of Education.

The right of the parent to have informed consent relative to formal evaluation, interview or testing is guaranteed through this section of Oklahoma Senate Bill 581. These rights are guaranteed for parent consent regarding any personally identifiable data presently being collected by the State Special Education Section of the State Department of Education.

E. State and Local Access to Data. The policies and procedures of the Special Education Section of the State Department of Education make the following statements on accessibility:

1. Agencies on the local and state level, those collecting the data required for placement purposes, local schools, Educational Service Centers, Search and Find Agencies, State Agencies operating residential schools and the State Special Education Section will have access to personally identifiable data.

   a. The Oklahoma Department of Institutions, Social and Rehabilitative Services maintains personally identifiable information because of administrative responsibilities and to aid in a continuum of care, treatment and training of institutionalized handicapped. No information on any child is released without parental permission. Service agencies requesting information from DISRS on children, for reasons of providing services, will be given needed information only upon parental permission.

   b. The **Oklahoma Department of Mental Health** uses Board policies of the local public schools in obtaining personally identifiable information. Their policies follow. Information is collected for specific purposes.

      1. To provide adequate information to assist school personnel attempting to plan learning activities for students.
      2. To reflect individual development and progress.
      3. To assist school personnel and parents in problem situations.
      4. To provide information necessary to assist other schools, scholarship agencies, or special programs requesting data for student evaluation.

THE FOLLOWING FORM IS A SUGGESTED PROCEDURE FOR CONFIDENTIALITY. LEA'S MAY MODIFY IT TO FIT LOCAL NEEDS, BUT MUST RETAIN ALL BASIC CONCEPTS.

CONFIDENTIALITY PROCEDURES

In _____ School, _____ (name), _____ (position) will be responsible for all confidential records of handicapped students.

These records will be kept in _____ (place) and will be secured in a locked area. All confidential records will be kept in a separate folder and not in the child's regular school cumulative folder.

The following persons who are responsible for the handicapped student's education, the parents/guardians and the student if he is over 18 years old, may have access to the records.

Special Education Teacher	State Department of Education Personnel
Regular Teacher	Regional Education Service Center Personnel
Administrators	Parents/Guardians
Counselors	Student (if over 18 years old)

Anyone not on this list must have written parental permission to see the confidential records. Parents may make a copy of the records. This will be at minimal cost.

Records may be sent to another school if the student transfers to another district and the records are needed for educational decisions on placement.

In each student's folder of confidential records, a form will be kept showing a record of who saw the records and on what date and the purpose for examining records.

All confidential records, except the information needed on transcripts, will be destroyed when their usefulness is over (as soon as possible, but not later than 5 years). This would be at the end of the student's public school education (12 years of school or 21 years of age), death of child or other legitimate reason. Parents will be notified 60 days before destruction and will be offered the opportunity to obtain a copy of the documents.

Parents have a right to protest or challenge the accuracy of all records. Documentation of action resulting from the protest should be kept in the student's file.

These confidentiality procedures will be posted around the school at strategic locations.

_____

Signature of Superintendent

TEACHER QUALIFICATION AND CERTIFICATION

Special education teachers should be well prepared for the challenging task that is theirs. In addition to their academic experience, they must be genuinely fond of exceptional children and have an earnest desire to help them. They will need an abundance of energy and enthusiasm for their work.

The rules, regulations and minimum essentials governing the preparation and certification of special education personnel are included in the State Department of Education publication entitled "Teacher Education, Certification and Assignment Handbook."

Contact the Certification Section of the State Department of Education for a copy of this handbook.

INDIVIDUALIZED EDUCATION PROGRAM

At the beginning of each school year, a school district shall have in effect an Individualized Education Program (IEP) for every handicapped child who is receiving special education and related services.

For students determined to be handicapped after the beginning of the school year, a team meeting must be held to write an IEP within thirty calendar days of said determination. However, any handicapped child to be counted on October 1 or February 1, must have an IEP.

A handicapped child's IEP must be developed before the child receives special education and related services.

The first decision that must be made by the evaluation/placement team is eligibility for placement.* This process is directly dependent upon the process of gathering information, and consists basically of matching evaluation information with criteria for eligibility established by state regulations. No determination of eligibility should be made without child evaluation information that is comprehensive enough to determine whether or not the child meets these criteria.

If the child is not eligible, then the team must decide what recommendations for service can be made to personnel in the regular education program.** If the child is eligible, then the team is free to move into its primary planning function, the development of the Individualized Education Program (IEP).

While the evaluation placement team is a vehicle for performing particular functions, the Individualized Education Program is a tool to be used in specifying the least restrictive environment which will match the needs of the child with a continuum of services available in or through the local education agency. The IEP must be evaluated at least annually.

The team, in a meeting, will write the IEP utilizing the State approved form. The following items are included as a part of the plan.

* Determination of eligibility by the placement/evaluation team must be made within 15 days of receipt of the educational evaluation. The team must meet and consider all students referred and evaluated.

** These recommendations must be written on the placement form (see page 27).

1. **Levels of Educational Performance**
   a. Specific information on academic levels of performance
   b. Physical constraints affecting the educational progress of student
   c. Specific strengths

2. **Prioritized Annual Goals**
   The team will prioritize annual academic goals as determined by the team from all available data. A statement of terminal behavior (expected outcome) should be included.

3. **Specific Short Term Instructional Objectives**
   a. The objectives should reflect the point at which student has failed to achieve in a developmental sequence of skills.
   b. The team should indicate specific skills to be taught in a sequential order.

4. **Specific Educational And Support Services Procedures/Techniques And Materials**
   These should be related directly to the short term instructional objectives.

   If the procedures prove to be inadequate or materials unsuitable, they may need to be changed and a new time line initiated.

5. **Person(s) Responsible**
   The primary responsibility rests with the special education teacher in most cases, however, support personnel including the regular teacher will be involved in many instances.

6. **Amount Of Time**
   This column should indicate the amount of classroom time to be spent in achieving the objectives.

7. **Beginning And Ending Date**
   Projected length of time needed to achieve objective

8. **Evaluation Procedures — Indicate Type Of Test Or Method To Be Used**
   a. Teacher made test

   b. Achievement tests

   c. Observation - formal and informal

   d. Criterion reference test

   e. Other

9. **Amount Of Time In Regular Classroom**
   In selecting the least restrictive environment for an individual, the team should provide for as much time as possible with non-handicapped students.

10. **Participants In IEP Development And Review**
    The IEP is to be developed in a team meeting. The parents, teacher, special teacher, and administration representative must sign the IEP.

INDIVIDUALIZED EDUCATION PROGRAM **[State Approved Form]**

Child's Name _____

School _____

Date of Program Entry _____

Prioritized Annual Goals (Terminal Behavior)

_____

_____

_____

Summary Statement of Present Levels of Educational Performance (Strengths and Weaknesses)

_____

_____

_____

_____

_____

Short Term Instructional Objectives (Measurable)	Specific Educational and Support Services; Procedures/Techniques and Materials	Person(s) Responsible	Amount of Time	Beginning Date	Ending Date

INDIVIDUALIZED EDUCATION PROGRAM (Con't)

Short Term Instructional Objectives (Measurable)	Specific Educational and Support Services; Procedures/Techniques and Materials	Person(s) Responsible	Amount of Time	Beginning Date	Ending Date

What evaluation procedures are to be used, on at least an annual basis, to determine whether objectives are being achieved?

Amount of time in regular classroom

Parents present: ____ Yes ____ No

Comments: _____

_____

_____ 12

Date of annual IEP review: _____

Participants in IEP Development & Review

Parent: _____

Spec. Teacher: _____

Reg. Teacher: _____

Admin. Rep.: _____

Plan written by: _____

P.L. 94 142 Form 1

ADMINISTRATION OF SPECIAL EDUCATION STATE RESPONSIBILITY

The Special Education Section was created by the State Board of Education for the purpose of providing leadership in establishing and developing services for handicapped children throughout the State. It is charged with the responsibility of seeing that the rules and regulations of the law relative to Special Education are observed in order that the funds appropriated may serve the purpose for which they were intended.

The chief services of the Special Education Section consist of (1) providing over-all leadership and direction to the program; (2) approving special education programs after they have met the minimum standards; (3) allocating available funds to districts for homebound instruction and other special services; (4) promoting in-service training for teachers; (5) collecting and reporting information; (6) assisting in public relations; (7) acting as a consulting agency.

LOCAL RESPONSIBILITY

At the outset it must be recognized that Special Education is a part of the regular educational program and as such is a direct responsibility of the local administration. The success or failure of such a program will depend in a large measure on the soundness of administrative policies in establishing and maintaining these services.

The first step is to make a comprehensive survey to determine the number and type of children in the district who are in need of special services. This survey must include those children who are not enrolled in school, since many of these children are not in attendance because the regular school program does not, or has not, met their need. Special techniques for determining the extent of the need are discussed under the headings devoted to the various types of exceptional children.

If the survey discloses a sufficient number of any one group to warrant the establishment of a special class or classes, the administrator should carefully consider the advisability of such a step in the light of added classroom space and teacher-community acceptance. It is not expected that any school will begin with an ideal program, but will begin where it is and develop in the right direction. However, there are some obvious minimum essentials that must be met at the outset.

In these days of crowded schools, the problem of added classroom space sometimes seems insurmountable and it may seem impossible for the administrator to make provision for the exceptional children; however, it should be recognized that these children have a right to their share of what is available.

The types and amount of equipment will vary with the number and kind of special classes organized. For the educable mentally handicapped class, it will be very little in excess of what is required for any well-equipped regular classroom, but for the hard-of-hearing, the orthopedically handicapped, the blind and partially seeing and children with specific learning disabilities, certain special equipment is a must. Previously in this bulletin the qualifications of the special

teacher were discussed, but it is well to repeat for emphasis that the teacher is the most important factor in the success of any program.

FUTURE BUILDINGS

In planning future buildings, boards of education are urged to take into consideration the needs of exceptional children. Better accommodations can be obtained at less expense if provisions are made for adequate space for special classes when the structure is being erected.

Consult the May 4, 1977 Regulations for Section 504 of the 1973 Vocational Rehabilitation Act for specific requirements concerning the removal of architectural barriers.

EDUCABLE MENTALLY HANDICAPPED
EDUCABLE MENTALLY HANDICAPPED DEFINED:

The educable mentally handicapped are children who can be taught some academic work, but who are mentally retarded to the extent that their development is hindered in a regular classroom. These children need special educational facilities.

LOCATING AND IDENTIFYING THE EDUCABLE MENTALLY HANDICAPPED:

The determining factor in choosing candidates for this special education class is mental retardation. Children whose intelligence quotients fall within the range of approximately 50 to 75 are eligible. Group intelligence tests can be used for rough screening, but an individual intelligence test should be administered *before* a student is placed in the class. Achievement tests, teachers' opinions, and school records are helpful criteria for validating the intelligence test results. There are a number of well-standardized tests that are acceptable as screening devices. Upon request, the Special Education Section will furnish consultants to assist in planning the program.

The following step-by-step outline might prove helpful when screening for children who could profit by this type of instruction:

1. Children suspected of being eligible candidates should be referred by classroom teachers.

2. The school cumulative records of all children should be examined to find possible candidates not referred by the teachers.

3. All children selected should at least be given group intelligence tests, and then an individual intelligence test. They should have an achievement test also if they have not been tested previously.

4. After the children who seem to be eligible have been located, all available information should be considered by the evaluation/placement team meeting to insure proper placement for each student.

ESTABLISHING CLASSES FOR THE EDUCABLE MENTALLY HANDICAPPED:

Experience with these classes has indicated that there are factors other than proper screening of the candidates which play a large part in the success of the program.

Size of Class: The case load will follow the numbers for minimum and maximum as regulated by the State Board of Education. Local conditions will determine the size of the class within these limits. Factors which should be considered include such things as the physical and social maturity of the children, experience of the teacher, degree of the defect of the children as a group, range of grade readiness in the group, and other responsibilities required of the teacher

(such as lunch room supervision, testing, or home visitation). In general, the teaching load should not exceed the equivalent of fifteen immature or very defective children.

Eligibility for Placement: A child who obtains an IQ score between 50 and 75 on an individually administered intelligence test and is recommended for placement by an evaluation/placement team is considered eligible for placement in a special class for educable mentally handicapped children. If a special recommendation is made by the team they must give the reasons for their recommendation. Special recommendation placement should not exceed 15% (percent). The summary must also state specifically the type of placement suggested, i.e.: a class for the educable mentally handicapped. Children who are academically retarded because of emotional disturbance or social mal-adjustment are not eligible for classes for the educable mentally handicapped. Care should be exercised to assure that a child is actually eligible before placement is made. In the event that the scores on an intelligence test are not consistent with grades, school achievement or teacher's observation, an alternate form of an appropriate test should be administered to validate the previous testing before placement is made.

Members of the Faculty, along with the special education teacher, should understand the basis upon which children for this class are selected. Eligible candidates for the class are not "problem children," "lazy children," "dull normal children," or any combination of these, but they are children who are unable to function on the level necessary to master the work required in the academic curriculum of the regular classroom and, therefore, need a special curriculum designed to satisfy their needs.

County Units: County Superintendents may organize and operate special education programs as provided by law. Reimbursement of special education funds will be made to each participating school district on a proportionate basis.

CLASSROOM ORGANIZATION:

The Teacher: In addition to having a special education certificate, there are some attitudes and personality factors necessary for a teacher of the educable mentally handicapped. She must be able to place the emphasis of her teaching upon social skills and the individual adjustment of each child to his total environment, rather than upon academic work. She must be interested to the degree that she will study each child and learn his needs. Naturally, the academic skills that the children can master without pressure should be taught.

There can be a certain amount of social stigma attached to being a member of a class for mentally handicapped. The teacher must be the kind of person who will make up the difference to these children. She must be able to gain the confidence and the support of the other teachers and the parents, as well as the school administration. She must believe in the objectives of her teaching.

The teacher will have the problem of organizing within the class. She will find that her pupils not only vary widely in chronological age, but in mental ages and reading achievement. In many instances the objective data utilized in placement can be used by the teacher for class organization or for measuring individual

progress. It is felt that no teacher can efficiently organize her class or objectively evaluate individual progress in the basic skills without constantly referring to this data, or equivalent data gathered by herself.

As has been indicated elsewhere, special education is a part of, and not apart from, regular education.

The present trend is to allow these children to participate in all of the activities of the school separating them only where it is necessary. In an elementary school the educable mentally handicapped would be taught the basic skills and subjects requiring a mastery of these skills by a special teacher. These same pupils could very well take physical education, music, art, etc., with a larger group composed of special and regular pupils. It is taken for granted that the special classes will attend all regular school assemblies and other group activities of the building in which they are located.

In beginning this program, questions arise as to grading and promoting policies. Each school will have to be governed by its own philosophy of education. It would seem to be a part of wisdom to give these children the same type of grades as are used in other classes (A, B, C, or S and U), but let the grade given represent individual progress. In most instances pupils retain their grade classification in the special room so it would be the normal thing to promote them from one special grade to the next. To assure proper placement in case of transfer, complete records should accompany these pupils.

Classroom: The room for educable mentally handicapped children is of great importance. It should be larger than most rooms in order that the various activities may be carried on in it. It should be attractively furnished and decorated, and a special effort should be made to produce healthful surroundings for these children.

The room must be located so that the children are not excluded from the rest of the school.

Grouping: There are four levels of instruction in a developmental program for the educable mentally handicapped: (1) Primary, (2) Intermediate, (3) Junior High, and (4) Senior High. The child's chronological age, degree of mental retardation, and level of academic achievement will largely determine the level at which he will be placed in the special education program.

The primary program is designed for children whose chronological ages would place them in grades one, two, or three if they were able to work effectively in a regular classroom.

The intermediate program is oriented toward the needs of children whose chronological ages would ordinarily place them in grades four, five and six if they were able to perform at chronological expectancy.

The Junior High program is designed to provide instruction and guidance for students whose chronological ages would ordinarily place them in Junior High School.

The Senior High program is designed to provide instruction and guidance for students who are sixteen years of age and older.

Curriculum: The curriculum for educable mentally handicapped children should provide realistic educational experiences at each child's mental level. Special attention should be given to the use of concrete situations in attaining the basic purposes of the education of all American children, namely, self-realization, human relationships, civic responsibility, and economic efficiency. The curriculum should, at all times, be adapted to the needs, interests, and welfare of the child. A complete guide for teachers of the educable mentally handicapped is available from the Special Education Section of the State Department of Education.

Interest Activity Units: An intense activity unit with systematic instruction provides the greatest learning effectiveness for the educable mentally handicapped. The child is motivated to participate in many situations where he meets real and immediate needs for the mastery of a certain skill. These realized needs lead to study, investigation, construction, and finally a mastery of the desired skill necessary for the completion of the particular task at hand. Because of the educable mentally handicapped's limited abilities in transference of acquired knowledge, he must be taught systematically to apply these skills to other situations which frequently arise in his everyday experiences.

The interest activity unit is built upon the following principles of learning: (1) Experiences build meaningful concepts; (2) Oral vocabulary is presented after concepts have been established; (3) Written vocabulary follows: (4) Learnings are systematically presented; and (5) Learnings are within the capacity of the child to achieve.

Games: Games for the educable mentally handicapped group should be selected in accordance with their therapeutic value to the particular group that employs them. It is important to select different types of activities in order to develop certain muscular skills, habits, and social behavior. Some of the commonly used types are: hunting games, relay races, stunts, athletic games, rhythmical games mimetics, and singing games. A good game is one that the children like to play. It should be an objective and some outcome such as alertness, speed, or accuracy emphasized.

It will be observed that it is more difficult to hold the attention of this group than one having more nearly the same ages. They have a tendency to scatter or form two or more groups or play individually. If interest is lagging in a group game, it may be wiser to divide them or allow free play. More will be accomplished by assisting different groups in whatever game they have chosen than by trying to hold such a varied age group together.

Children who have particular athletic ability should be encouraged to participate in the regular school athletic program.

Arts and Crafts:

The retarded child has no special talent for arts and crafts, but he has a more urgent need for handwork as a means of self-expression, interpreting, and giving form to his ideas. The skillful teacher will use this type of instruction as a means of applying reading, arithmetic, spelling, etc., in life situations.

Special teaching techniques for instructing the educable mentally handicapped should be employed and the best of materials and equipment should be used. Makeshift materials discourage the child. Handwork should be planned in accordance with the short attention span of the child.

There must be careful analysis of the craft needed, and its suitability for the child who is to do the work.

Easel painting, finger painting, and clay modeling are excellent crafts to employ as a means of emotional release and self-expression. Woodwork is used successfully to develop eye and muscular co-ordination and, of course, many other skills.

Music and Rhythm: The aim of the music program for the educable mentally handicapped is not the developing of an art, but a medium through which his need for group participation can be successfully accomplished. It can provide him with an appealing release of energies and emotions, and help him to develop an appreciation of social, cultural, and civic values.

These children should be permitted to sing in the school chorus, if they possess the talent, since this is one of the most effective forms of group participation.

SPECIAL EDUCATION PROGRAM FOR SENIOR HIGH EDUCABLE MENTALLY HANDICAPPED YOUTH

The Senior High EMH program may be of two kinds: Work Study or regular EMH.

Work-Study Program:

The purpose of this cooperative program is to offer mentally handicapped individuals the opportunity to advance at their own rate of development in an effort to reach the objectives of education within the limits of their capabilities. It provides a realistic transition from school to the world of work. This program enables public school special education, in a coordinated effort to help handicapped youth make this transition.

The Program:

The cooperative program does not change any present requirements for special education class approval, reimbursement procedures and financing, or special education laws and regulations.

This program is considered terminal and is therefore not concerned with meeting college entry requirements. The program is centered around the realization that mentally handicapped youth in the educable range of intelligence cannot meet the academic standards established for normal youth. However, they

must obtain the same number of units of school work as is required of all students. Courses such as English, mathematics, science, and history have been renamed and are designed to specifically teach communication skills, life science, occupational skills, computational skills and social skills. Their transcripts reflect their achievements and not the same skill and competencies as expected of normal youth. The transcripts of these students will clearly indicate they have not completed the required courses for college entrance. Their elective units may be work experience or work training similar to those available in other work-study programs. The type of certificate or diploma to be awarded the graduating student is left to the discretion of the local district.

The Teacher-Coordinator:

Each participating school district has a special education teacher and a vocational rehabilitation counselor (full-time or part-time) assigned to the program to provide the coordinated services of both agencies. The teacher spends a portion of his school day in securing jobs for the students, supervising students on the job, and making home visits.

The Curriculum:

This program provides a realistic transition from school to the world of work. This transition is accomplished through combining realistic school experiences with work experiences either on-the-job or on appropriate training stations. Students must be under the supervision of the Teacher-Coordinator (Special Education) for at least one-half of their school day.

The curriculum includes four and one-half (4-1/2) units (grade 9) and six units of required courses (10-13):

*1. Communications Skills - 3 units
*2 Social Studies (American History) - 1 unit
*3. Life Science - 1 unit
*4. Computational Skills - 1 unit

The remaining units necessary to complete the required 18 units for graduation will be chosen from the following:

*1. Co-op Training (work experience or on-the-job training - Max. - 7-1/2 units)
*2. Home Training - Maximum 3 units
*3. Vocations - Maximum 3 units
*4. Physical Education - Maximum 3 units
*5. Arts and Crafts - Maximum 6 units
*6. Music - Maximum 3 units
7. Shop Courses; Maximum 7-1/2 units
8. Other appropriate electives as recommended by the cooperative program team

A curriculum guide for this program is available.

*Teacher-Coordinators are qualified to teach these subjects to Special Education-students.

Establishing a Cooperative Program:

School districts interested in establishing a cooperative Special Education-Vocational Rehabilitation Program for educable mentally handicapped youth at the senior high level should contact the Special Education Section of the State Department of Education. A conference will then be arranged with the local school officials and personnel from Special Education to discuss the steps necessary to organize and operate the program.

Regular High School EMH Program:

The Senior High School program for the educable mentally handicapped may not be a work-study program. In this case, the program will follow all the basic requirements for an EMH class as outlined in the bulletin. A curriculum will be developed that will meet the students needs as well as fit the local high school program. Enrollment in regular school elective courses and taking part in school activities should be encouraged. Credit may be given for work outside the classroom if this is agreed upon by the teacher and administration. The teacher may or may not have released time for job placement, but some arrangement must be made for the teacher to make on-the-job visits if credit is given. The services of a Vocational Rehabilitation counselor are not required for this program.

The EMH student is entitled to 12 years of education just as other students. Local districts are to issue "regular" diplomas to these students upon graduation.

TRAINABLE MENTALLY RETARDED

TRAINABLE MENTALLY RETARDED DEFINED:

The "trainable" may be defined as a child whose mental development is so severely retarded that he is incapable of being educated in academic subject matter areas. He can be trained however, in the areas of self-care, social skills and economic usefulness. With proper training many of these children can live in society with minimum supervision and engage in gainful employment under supervision in a sheltered environment.

LOCATING AND IDENTIFYING THE TRAINABLE MENTALLY RETARDED:

Because of the severity of the handicap of these children it is important that they be located as early as possible. It, therefore, becomes the responsibility of the schools to actively search for and find these children.

ESTABLISHING CLASSES FOR TRAINABLE MENTALLY RETARDED

The 1957 session of the Oklahoma Legislature placed the education of the trainable mentally retarded children on the same basis as other classes for exceptional children of the public schools. The reimbursement for these classes is the same as for any other public school special education class.

Size of Class: The case load will follow the numbers for minimum and maximum as regulated by the State Board of Education.

Eligibility for placement: The children eligible for those classes are those who attain an intelligence quotient of approximately 30 to 50 on individually administered intelligence tests, and are recommended for placement by an evaluation/placement team.

TRAINABLE MENTALLY RETARDED

Children with I.Q's ranging from approximately 50 to 60 may be placed in either a class for educable mentally handicapped or trainable mentally retarded upon recommendation of the evaluation/placement team. It is important that the parents of trainable children have someone with whom they can talk over the problem in order to come to a better understanding and acceptance of their child's limitations. Parent counseling and parent study groups may be conducted by the special education teacher, school administrator, school counselor, school psychologist, director of special education or other qualified personnel.

County Units: County superintendents may organize and operate special education programs as provided by law. Reimbursement of special education funds will be made to each participating school district on a proportionate basis.

CLASSROOM ORGANIZATION:

The Teacher: The teacher must have a certificate to teach mentally retarded children. In addition to her academic qualifications, the teacher should have the ability and desire to define the individual needs of her children, and to devise classroom experiences for them that will help satisfy these needs. She should be honest with the parents and with her fellow teacher with regard to what she believes she can help the children to achieve; and above all, she must be able to accept the children emotionally.

The Classroom: Classrooms for trainable children should conform to requirements of any classroom in terms of classroom size, equipment, lighting, etc. In addition, where possible, these classrooms should have an individual entrance with access to the playground. It is most helpful for the teacher if the room is equipped with running water and toilet facilities either in, or immediately adjacent to the classroom.

Curriculum: The general objectives of the curriculum differ somewhat from the academic objectives of a regular curriculum. A brief discussion of the curriculum and its goals follows. For a more complete description of the recommended curriculum for these children, the reader is referred to the Oklahoma Guide for Teachers of Trainable Mentally Retarded Children. This guide is avalable from the Special Education Section of the Oklahoma State Department of Education.

The school program for these children is not expected to "cure" the children nor make them independent members of our society. It is designed to help the child learn to better care for his personal needs at home (self-care), get along with others in the home, the school, and the neighborhood; respect property rights; and in general, manage his own affairs in a social group and in a restricted environment (social adjustment); and learn to do things, not only for himself, but for others. This latter objective has been called economic usefulness, which means simply do some chores around the house to assist the mother and father, and/or do simple work under supervision in a sheltered environment.

The activities of the curriculum should be selected and designed to furnish experience which will help toward the realization of these objectives of social adjustment, self-care, and economic usefulness, as defined above. Activities in physical training, language development, music, and arts and crafts can be selected and taught so as to give realistic experiences in these areas.

Specific abilities in the area of social adjustment involving participation and accepting of responsibility are: sharing, taking turns, cooperating, appreciating, recognizing limits, following directions, respecting his own and others' property, making choices, and developing work habits.

Specific abilities in the area of self-care involving the development of personal routines, health routines, and safety routines are: the use of clothing (dressing and undressing), eating (handling food and utensils, and table manners), resting (preparation for rest, and rest), grooming (care for hands, face, nose, hair, and body), toileting (use of bathroom, proper terms, and care of self), recognizing simple precautions (use of toys, controlling of personal conduct, and care for belongings), obeying safety rules (recognize dangerous objects), use of household appliances (recognize fire and storm warnings, learn traffic precautions, and inform others when hurt).

Specific abilities in the area of economic usefulness are abilities involving preparing and serving simple meals, cleaning, making beds, shining shoes, laundering, caring for yards, running errands, sewing, sorting, folding, stuffing envelopes, stamping, and woodworking. The activities involved in teaching these abilities are multitudinous and will be discovered by every teacher.

PHYSICALLY HANDICAPPED

PHYSICALLY HANDICAPPED DEFINED:

Physically handicapped, as used here, refers to those children sometimes described as "Crippled." In the report, "The Crippled Child in New York City," the crippled child is defined as: "An individual under 21 years of age who is so handicapped through congenital or acquired defects in the use of his limbs and body musculature, as to be unable to compete on terms of equality with a normal child of the same age."

CLASSIFICATION OF PHYSICALLY HANDICAPPED

Physical disabilities are generally classified as (1) conditions due to infection; (2) cerebral palsy; (3) congenital anomalies; (4) traumatic conditions; (5) birth injury; and (6) conditions of unknown, uncertain and miscellaneous causes.

Medical research in the area of infectious diseases has produced gratifying results. Poliomyelitis, osteomyelitis, and similar infections are well controlled by the administration of proper vaccines made available by State and Community agencies, and private doctors.

Cerebral Palsy (Spastic paralysis), has been defined as " . . . a disability of the nerves and muscles caused by damage to certain centers of the brain that govern muscular control. When the centers of learning and intelligence escape this damage, the afflicted person will have all of his native intelligence, even though his strange facial contortions, speech impediment, and difficulty in writing might make him appear to the uninformed person as a mental defective." There are several types of cerebral palsy, such as "spasticity," "athetosis," and "ataxia." Approximately 80 to 85 per cent of cerebral palsied children are spastic or athetoid. The type of cerebral palsy which a child has can be determined only through medical examination.

Congenital Anomalies are deformities existing at birth. Talipes or clubfoot, dislocated hip or hips, torticollis (wry-neck), spina bifida, cleftlip, and cleft palate are examples of congenital deformities. There are many other miscellaneous types. One author lists as many as seventy. At present medical science is not in agreement as to causation of this defect. "Little is known about the causes of congenital anomalies; the old idea of prenatal impressions, that events seen or dreamed of by the mother, can result in abnormalities of the child has been completely discredited." The treatment of some of these abnormalities has been very successful if done in infancy when the bones are soft and pliable.

Traumatic Conditions arising from all sorts of accidents are gradually coming to be an important cause of crippling conditions. It has been estimated that 7.5 per cent of all causes lie in them. The increasing use of the automobile and machinery in general has been a high contributing factor. Much is being attempted to reduce the incidence of accidents through safety education in the school and by means of the press.

There are many other serious crippling diseases. For some of these the cause is known and for others unknown. The more frequent among these miscellaneous disabling conditions are rheumatic fever, tuberculosis, spinal curvatures such as scoliosis and lordosis, muscular dystrophy, Erb's Palsy, fragile bones, Perthes' disease, tumor, postural foot conditions, cardiac disease, rheumatism, syphilis, and rickets.

LOCATING AND IDENTIFYING THE PHYSICALLY HANDICAPPED:

The problem of locating the physically handicapped child in the community is primarily a local one.

Federal and State Agencies serving physically handicapped children may not only have a list of those currently receiving services, but also a list of those making application for such aid. Local civic clubs may be counted on to assist in making surveys. The local P.T.A. is usually anxious to participate in the project. Orthopedic clinics, physicians, pediatricians, and hospitals have the best chance of finding the patient early.

ESTABLISHING CLASSES FOR THE PHYSICALLY HANDICAPPED:

Special classes, or services for physically handicapped children, may be organized by the board of education of a school district with the full approval of the superintendent of schools.

Type and Size of Class: The type and size of the class will vary with the handicaps and the kinds of services rendered. Variations in the programs will be made within the limitations set by the State Board of Education. Within these limits the size of the classes may vary to suit the circumstances.

Supervision:

Cooperative, helpful supervision by the superintendent, building principal and special supervisor is necessary for success in the program. The attitude of the administrator and teacher will determine the disposition of the normal children toward handicapped children.

Eligibility for placement: Not all physically handicapped children are eligible for placement in a special class. It has been estimated that two out of three can attend the regular classes and one in three will need the special class. It must be pointed out that the need for special service, and not the severity of the child's defect, is the basis for eligibility.

A physician's report and pertinent information from other sources indicating that the child's limitations are such that he cannot function in a regular classroom should provide the necessary information for an evaluation/placement team to place a student. All children placed in special classes for physically handicapped should be educable. In cases where there is question as to educability, the child should be seen for intellectual assessment by a qualified psychological examiner. This data must be kept in the child's file and made available to representatives of the State Department of Education.

The Parents: The cooperation and help of parents of physically handicapped children is essential to the success of any type of educational program for them. Due to the problem of locomotion of these children, special transportation may need to be provided for them to and from school.

Parents will often be called upon to cooperate with and assist the school in planning recreation and other extra-curricular activities. It behooves the school administration and teachers to communicate with parents and enlist their aid in order to provide the best program possible for the children.

Finally, the parents of a physically handicapped child may have a tendency to shelter and overprotect their child on the one hand or on the other hand to reject him because of his deviate condition. Parent education groups conducted by the administrator, the special class teacher, or other qualified staff members have proved to be most beneficial in bringing parents to a better understanding and acceptance of their child and his limitations.

Medical Care and Other Services: With the physically handicapped children the greatest deviation is in physical disability. There will be a necessity for close cooperation among teacher, physician, school nurse, medical social worker, and occupational therapist. The unified purpose to serve the whole child will be the goal.

All of the medical services available to the rest of the school will be used by the physically handicapped children in the special and regular classes. In addition, the health of physically handicapped children will need to be more closely supervised. This will mean more frequent and rigid physical examinations (as recommended by the physician in charge, provision for rest periods and hot lunches, physical therapy, and giving of medicine in some instances.

If the class is sufficiently small, the teacher may be able to get along without extra help. When the class is large and there are several severe cases, or two or more classes, it will be necessary to employ an attendant. This attendant may assist in lifting or handling of non-ambulatory cases, supervising rest periods, and otherwise helping the teachers. Occupational and physical therapists are of utmost importance in the program and should be employed if at all possible. The number and condition of the class members, the availability of personnel, and the financal situation of the local district will govern the extent of the services rendered.

County Units: County superintendents may organize and operate special education programs as provided by law. Reimbursement of special education funds will be made to each participating school district on a proportionate basis.

CLASSROOM ORGANIZATION

Organizational procedures for establishing classes for the physically handicapped are tailor-made to fit the needs of the particular school system providing the service. Large city systems sometimes establish special schools with graded classes or division of classes according to the nature of the handicap. The more prevalent type of class is the ungraded one housed in regular school buildings, usually in elementary schools. Both large and small school systems have classes for individuals in homes, hospitals, and convalescent institutions. The local

situation and the conditions of the children receiving the special services will determine the type and amount of service to be rendered.

A large number of these children (two out of three) will be able to attend the regular classes. No child should be put in a special class as long as he is making a reasonably good adjustment to the regular school situation. However, it is sometimes necessary to make special provisions such as moving a class downstairs, arranging to move a child from room to room, more advantageous seating, shortening his school day, etc. Some will need to spend part time in speech or sight-saving classes.

For emphasis it is stated again that special services for the physically handicapped individual must be regarded as a temporary arrangement. Whenever possible, the time spent in a special class is to be regarded as a transition period. This period may vary in length from a few weeks or months to years. For some children the only education received will be in the special class or through home instruction. In the majority of cases the services of the special class should prepare the child for readjustment to the regular class.

When a child has more than one handicap, he will be classified according to his major handicap; e.g. an educable mentally handicapped child, who is also physically handicapped, will be placed in a class for educable mentally handicapped if his physical condition will permit. The child whose major problem is a speech deviation will continue in his regular class with special training provided by the speech correction teacher. In all instances, the child's welfare must be considered paramount over the school's convenience.

The Teacher: The teacher of physically handicapped children should meet all requirements for certification as prescribed by the state Board of Education. In addition personal qualifications of teachers who can work with physically handicapped children should not be overlooked. Not infrequently teachers experience feelings of fear, embarrassment, ignorance, and sometimes guilt when first confronted by children with braces, crutches, or in wheelchairs. A teacher should have a thorough understanding and acceptance of these children who look different, walk awkwardly, and need an unusual amount of physical help.

Although the educational aims for physically handicapped children are the same as education for all children, special training and skills are needed by teachers in instructing these children in order that they may be able to advance to the maximum limits set by their handicaps. Therefore, special training in the area of teaching and working with this type of exceptionality is essential in order to work effectively with them in a classroom.

Classroom: Whether an entire plant is to be built or a regular room is to be remodeled, the teachers and the architect should sit down together and think of the activities that are to go on in the room or rooms. This type of planning will save further remodeling expenses and will do much to assure a building best fitted to the needs of the children.

The details are very important in this structure. Generally speaking:

"The building itself should have features which will help the children develop feelings of security which should encourage free physical activity with a minimum of help from attendants and teachers. Features in the physical plant which should help children attain such feelings of security are: ramps, elevators, handrails,

sturdy equipment, wide hallways, spacious classrooms, and adequate lighting. On the contrary, such things as swinging doors, sills in doorways, slippery floors, light and easily overturned equipment are all hazards which tend to destroy the sense of security . . ."[1]

Ordinarily the establishment of a class will mean the adapting of a regular classroom for this purpose. This can be done without too much expense if a little ingenuity is exercised.

One of the first considerations is its location. The building selected should be as centrally located as possible. In most instances a room in a regular building is preferable to one or two room structures set apart. "Special Education Buildings," or rooms in an unused corner of a basement, tend to increase the feeling of segregation. It should be on the ground floor near the washroom and toilet facilities. Much teacher time and energy will be saved if the room has its own lavatory and stool. There should be an outside entrance with possibilities for a ramp to be used for wheelchair cases and those who cannot use steps. Proper and adequate equipment and supplies must be provided.

The size of classroom should be as large or larger than the regular one. This is necessary in order to allow for movement of physically handicapped children and to accommodate wheelchairs, crutches and other cumbersome, but useful, equipment. Hallways and doors must be wide to easily accommodate wheelchairs, wagons, and other large pieces of equipment.

It is quite possible that when the special class is organized that none of the members will be so severely handicapped as to need all of the above mentioned features. It is not likely that any class will have the more severe cases without previously arranging to care for them.

Curriculum: The principles of an adequate educational program for physically handicapped children are essentially the same as those for normal children. Due to the individual needs and limitations of physically handicapped children, acquisition of the skills requires special adaptation and emphasis. The basic program is designed to give the physically handicapped child the same social experiences as other children. This embodies a revision of the curriculum with a knowledge of the child's needs and lack of readiness which his physical disability may have imposed through motor handicaps or lack of experience. The special education teacher must often present a prolonged readiness program to fill in the gap before the program for reading, arithmetic, or language can begin.

Group instruction may be carried on within the limits of the child's handicapping condition. Wherein it is feasible this type of instruction is recommended as a means of promoting good health and building morale. Ordinarily nothing can be more satisfying to him than a well organized and supervised play period with a group. It should be recalled also that the child may learn much about work through play.

[1] Federal Security Agency, Office of Educ., Washington, D.C., 1948, No. 5, p. 18.

Some special problems presented by the handicapped child call for a clever adaptation of the curriculum by the teacher. The child with multiple handicaps, mixed dominance or emotional disturbances, offers a challenge to the versatility of the teacher in procedures and methods. The physician or other specialists will be able to make valuable recommendations regarding the limitations which the child's condition will impose on his participation in the school program.

Emphasis in the area of health and vocational training will no doubt be most rewarding. "Worthy use of leisure time" must be more than just a slogan in the training of the handicapped. He needs to develop skills that will save him from undue preoccupation and will aid him in making himself socially acceptable. It is also quite possible that skills thus obtained may provide him with a means to partially or totally support himself later.

Equipment: In many respects the equipment for the special classroom will be much like that of the regular classroom. There will be some necessary modifications to provide more security or comfort, or in many cases, to aid correction. Some of standard instructional equipment can be purchased in advance, but such special apparatus as individualized chairs, tables, walkers, and toys should be secured as the need arises.

The elaborate array of equipment found in older established classes and pictured in catalogues need not disturb the superintendent who is planning to establish a class. Most of it can be built in the high school shops, by parents, or by local cabinet makers. Addresses of firms supplying this equipment or sources of descriptive plans may be secured by writing to the Special Education Section. Therapeutic devices should always be bought or built according to specifications prescribed by a physician. Visits by the superintendent and teacher to classes already in operation will be of inestimable value to beginners.

Transportation and Boarding: Due to the fact that physically handicapped children are widely scattered, many of them in regular and special classes will not be able to attend unless transportation is provided. Many otherwise homebound children can come to school if some way can be found to bring them.

When a handicapped child is transferred from his home district to another district for special education purposes, the district providing the special education will be reimbursed by the Special Education Section for any amount up to $450.00 per child per year for transportation (private or public). For complete details of this arrangement consult the State Board of Education Regulations or reimbursement for the Physically Handicapped.

When planning transportation service, handicapped children should be considered. Routes may have to be changed and provisions made to carry nonambulatory cases. Most of them will be able to care for themselves but some cases, such as those suffering from cerebral palsy, will place extra responsibility on the bus driver. Younger cerebral palsy cases are often very immature but are capable of physical, intellectual and emotional growth when they have the advantage of school attendance.

In beginning the program, transportation difficulties may present one of the greatest obstacles, but with the help of parents, service organizations, and interested individuals the class can be organized. Later more permanent and reliable arrangements can be made.

Transfers:

Transfers of physically handicapped children shall be made in accordance with the general laws governing the transfer of pupils from one district to another; provided, however, that no such transfer shall be effective as a basis for a claim for reimbursement unless the written consent of the school board of the district to which the transfer is to be made is filed with the county superintendent prior to entry of order of transfer.

SPECIAL EDUCATION SERVICES FOR HANDICAPPED CHILDREN HOMEBOUND TEACHING PROGRAM BY VISITING TEACHER

Purpose of the Program:

The program provides the opportunity for handicapped children to enjoy achievement in the academic subjects of our public school and advance in their efforts to obtain an education at their rate of development.

There are two groups of handicapped children eligible to participate in the program:

The children who are so handicapped that they have never attended school.

The children who have attended school and have become so handicapped that they are unable to attend school for an extended period of time.

Eligibility:

When a child is so handicapped that he is unable to attend any school in his district, the superintendent of any independent school with the approval of his school board, or a county superintendent of dependent schools with the approval of the local board, may provide a homebound teacher for the child in his home, hospital, sanatorium, or preventorium. A child taught in his home by a visiting teacher or by school-to-home telephone system must be a resident of the district, or legally transferred.

If the child's education has been interrupted, the State Board of Education may grant permission for him to remain on the program an additional year for each year that his education was interrupted, or until the student reaches his twenty-sixth birthday, providing that his progress in his school work is satisfactory and the extension of time is necessary for the completion of the twelve (12) grades.

A child who is absent from school occasionally, or because of some minor disability, will be unable to attend school for a short period of time, and who is not in any danger of having to repeat a grade, should not be considered an eligible candidate for the homebound teaching program. This child should be encouraged by his teacher to keep up with the class assignments.

Regarding: Homebound — special instruction for pregnant girls.

The inclusion of this group of youth in the special services section of the Special Education Legislation is not to be construed as a mandate to local schools to immediately place all of these individuals on homebound instruction. The purpose of any homebound instruction is essentially emergency in nature and should be used only when other approaches cannot be used. The limited instruction time and the lack of social interaction are vital factors to be considered and present programs providing for group activities should not be discontinued.

Eligibility for reimbursement under this section of the law will depend on local districts meeting the following regulations:

1. The girl must be a current enrollee of the district whose intent is to complete her high school education.

2. The physical condition of the individual must be such that her presence in the school constitutes a disturbing factor to the other students.

3. Maximum time of eligibility shall be 7 months, or until the end of the current semester.

School systems with 10 or more eligible girls are encouraged to provide in-school programs of at least three hours per day. Reimbursement for this type of program shall be at the rate of nine dollars ($9.00) per student per week on such instruction for a maximum of two hundred and fifty dollars ($250.00).

Recommended Procedure for Placing a Child on the Visiting Teacher Program:

Before a child is placed on the homebound program, the superintendent should contact the Special Education Section for the proper forms to use in providing the service.

The superintendent should require the parent to have a physician fill out the certificate of disability for the child.

The superintendent should fill out the application for conditional preapproval plan, attach the physician's certificate form to the application and forward them to the Special Education Section not later than one (1) week after the beginning of the homebound program.

When a child is dropped from the homebound teaching program, a Termination Form, provided by the Special Education Section, should be filled out by the homebound teacher and forwarded immediately to the Special Education Section.

Class Size:

One homebound child who is provided instruction one (1) hour per day, three (3) days per week is considered a unit, or class of homebound teaching.

Attendance of Homebound Children in the Regular Classroom:

A handicapped student receiving instruction by a teacher on the homebound teaching program must be enrolled as a student in the school providing this special service. When a child is taught by a visiting teacher for one (1) hour per day for three (3) days per week, the child shall be counted as having attended school five (5) days per week and his attendance shall be so entered in the school register.

Teacher Qualification:

Teachers of homebound children shall hold a valid Oklahoma Teacher's Certificate.

No Special Education Certificate is required.

Teachers employed to teach in the regular classrooms may be employed to teach homebound children before or after school hours and be paid extra for this service.

Elementary Curriculum:

The homebound teacher, unless she is the child's regular classroom teacher, should confer weekly with the child's principal and classroom teacher regarding the work of the student. Every effort should be made, within the limitations of the child's physical capacity, to enable him to progress normally with his class by covering the same materials. Curriculum for some severely physically handicapped children may need to be more flexible and adapted to meet the needs and interests of the child. It should provide him the opportunity to progress at his maximum rate of achievement on his grade level.

Junior and Senior High School Curriculum:

The homebound instructor of junior and senior high school students, unless he is the student's regular classroom instructor, should keep in touch with the regular teacher of the student's subjects, in order to acquaint him with the work of the class and enable him to have the opportunity to make as rapid progress over the same materials as his physical condition will permit. Some laboratory courses on the high school level may have to be substituted or dropped when home instruction is necessary as laboratory facilities are not available at home. This is done only with the principal's recommendation and approval.

Equipment and Supplies:

Since a school participating in the homebound teaching program is reimbursed by the State Board of Education for the cost of the program, and the school receives the same source of revenue for a homebound child, as they do for any regularly enrolled child in the classroom, every effort should be made on the part of the school administration to see that the teacher of the homebound child has all of the equipment and supplies that she needs for the adequate instruction of the child.

HOMEBOUND TEACHING PROGRAM BY SCHOOL-TO-HOME TELEPHONE SYSTEM

Purpose of the Program:

The purpose of the school-to-home telephone system of instruction is to

enable the educable homebound physically handicapped child to continue his social development along with his age and grade group.

It offers the child audio participation in the activities of his regular classroom every day.

It gives him the opportunity of having the feeling of belonging to a group and that his participation is accepted and appreciated.
The child is further given the opportunity to advance with his age and grade group in the academic subjects.

Eligibility:

To be eligible for the program a child must be physically handicapped to the extent that he is physically unable to attend school in his regular classroom.

The child should be average or above average in intelligence.

He should be able to function on at least the fifth (5th) grade level.

A good learning situation should exist in the child's home.

Recommended Procedure for Placing A Child on the School-to-Home Telephone Program:

Before a child is placed on the school-to-home telephone system of instruction, the superintendent should contact the Special Education Section for the proper forms to use in providing the service.

The superintendent should require the parents to have a physician fill out the certificate of disability for the child.

He should be reasonably sure that the child will be physically unable to attend school in his regular classroom for a minimum of three (3) months.

The superintendent, with the consent of his board of education, should contact the proper telephone official and make arrangements for the installation of the system. The superintendent should fill out the application for conditional preapproval plan, attach the physician's certificate to the application and forward to the Special Education Section not later than one (1) week after beginning the program.

Attendance of Homebound Children by School-to-Home Telephone System:

A child who is taught by the school-to-home telephone system will be recorded in the attendance register as being enrolled and in school attendance each day he participates in his classes by this method.

SPECIAL SERVICES FOR PHYSICALLY HANDICAPPED CHILDREN TO ENABLE THEM TO ATTEND SCHOOL IN THE REGULAR CLASSROOM

Purpose of the Services:

The purpose of transportation, special equipment, devices, books (large print books for partially seeing children), supplies, or other facilities, or for special instruction within the regular school building as set out in the law, is to make it possible for an educable physically handicapped child to participate in the regular classroom activities, within the limitation of his physical capacity, and benefit from the association with other children.

Eligibility:

A child must be so handicapped that he is physically unable to attend school in the regular classroom without the aid of one or more of the special services.

The child must be a resident of the school district requesting special services, or legally transferred to the district.

Recommended Procedure for Placing a Child on a Special Services Program:

If the superintendent finds that an educable physically handicapped child is in need of one or more of the special services in order to attend school in the regular classroom, he should contact the Special Education Section and request the proper forms to use in providing the service and a plan of agreement for reimbursement for the program.

Each case has to be considered separately and upon its own merits.

The superintendent should require the parents to have a physician fill out the certificate of disability for the child, in which he specifically states that the child will be physically unable to attend school in the regular classroom without the special service.

The superintendent should fill out the application for conditional preapproval plan, attach the physician's certificate to the application and forward to the Special Education Section not later than one (1) week after beginning the program.

CLASSROOM

The practice of educating physically handicapped children in the regular classroom is considered to be highly desirable when it is possible. Segregation of children from their peers should be avoided when possible and practical. Exceptional children should be given opportunity to associate with children of their own age. The social values derived from this association help children to develop better personalities and become more adjusted to their places in society. The fact that exceptional children often make a wholesome contribution to the social development of normal children should not be overlooked. When attending

regular school is damaging to the health of such children or their presence constitutes too great a classroom problem, educational opportunities should be provided by some other method. The educational program for such children should be worked out jointly between the local board of education and the State Board of Education.

BLIND AND PARTIALLY SEEING

Seeing, or the sense of vision, is one of the most vital functions of the physical being. It has been estimated that 85 per cent of our impressions come through the eyes. In view of this it is imperative that school personnel be alert to possible visual defects among the students in their school. This is particularly important when we become aware that many cases of impaired vision can be prevented and nervous strain from defective sight relieved through early recognition, correct diagnosis, and proper treatment.

VISUALLY HANDICAPPED DEFINED:

Those individuals whose best corrected vision is 0/200 or less are legally defined as blind. Individuals whose best corrected visual of 20/70 or less in their better eye are considered to be handicapped sufficiently to be eligible for special class placement.

LOCATING AND IDENTIFYING CHILDREN WITH VISUAL DEFECTS.

A. Observation:

Alert classroom teachers are able to supplement test findings and sometimes provide sufficient evidence to warrant referral to a specialist. The following symptoms, while not complete, are suggestive:

2. Severe ocular pain.
3. Any sudden change in vision (double vision or dimming sight).
4. Lid irritations (sties, crusted lids.)
5. Signs of fatigue from eyework, such as discomfort, dizziness, headaches, nausea, scowling, rubbing eyes, frequent blinking, or inability to do close work without getting sleepy.
6. Apparent use of one eye.
7. Crossed or divergent eyes.
8. Irregularities of pupils, or their failure to react to light.
9. Unusual head position.
10. Sensitivity to light.

11. Inability to see distant objects.

12. Holding reading material too near or too far from eyes to see clearly.

13. Proneness to accidents; stumbling over objects, failure to appreciate height of steps, etc.

B. Physician's Examination:

After tests and observations are completed by the teacher, school nurse, or other person designated by the superintendent, those children who are suspected of having visual problems, as indicated by screening techniques, should be encouraged to have an examination by an ophthalmologist or other eye specialist. A letter may be sent to parents of these children asking them to come to the school for interview. In this interview they can be informed of the findings of the group screening and the need for further examination by a specialist.

Because of the popular misconception that glasses are a cure-all, it should be stressed that the physician or other specialist will recommend the type of treatment needed and the necessary educational adjustment. Intelligent follow ups require an exchange of information with the examining physician. If a personal interview is not possible, then a written report should come directly to the school authorities from the specialist.

While the local evaluation/placement team has the authority for placing visually handicapped children in special classes, the eligibility for such placement must be established through examination by a competent ophthalmologist or other eye specialist.

ESTABLISHING CLASS FOR THE BLIND AND PARTIALLY SEEING:

Size of Class: The number of children must be determined by the defects in vision and the amount of individual oral instruction necessary. The case load will follow the numbers for minimum and maximum as regulated by the State Board of Education. In some instances, they attend regular classes and use the special room as a home room or attend regular class using special equipment and materials.

Eligibility of Children for Classes for Blind and Partially Seeing: Children who need special help and guidance in utilizing their sight while continuing their education, are candidates for the blind or partially seeing program. The specialist will recommend the child for the special class. This recommendation and other pertinent information will determine his admission to the special class. Criteria for admissions are:

1. The child must be educable. (All children having an I.Q. lower than 70 should be placed in the special class room for a trial period only with a re-examination after such trial period to determine the best permanent assignment.)

2. Children having a visual acquity of 20/70 or less in the better eye after correction.

3. Children having ocular diseases of the progressive type.

County Units: County superintendents may organize and operate special education programs as provided by law. Reimbursement of special education funds will be made to each participating school district on a proportionate basis.

CLASSROOM ORGANIZATION

The Teacher: The teacher of visually handicapped children should meet all the personal qualifications for all special education teachers as outlined in the introduction of this bulletin. In addition she must be certified by the State Board of Education to teach special education and must be trained in the special methods, techniques, and materials used for teaching children with limited vision.

Classroom: The building should be advantageously located and the room should be of sufficient size and properly decorated, furnished and serviced to make possible an approved special program. Since the special program may serve a wide area, a centrally located building, convenient to transportation facilities, should be selected. The building must accommodate pupils on the same grade levels who are represented in the special class. The class should be placed in a school having a cooperative principal and teachers who are willing to make an effort to understand the problems arising from the visual difficulties, and to share the responsibilities for solving them.

Even though the classroom for the blind or partially seeing is to house a comparatively small number of pupils, it should be as large as an ordinary classroom, approximately 30 x 24 x 10 feet. Not only is it necessary for the pupils to move around a great deal in order to be able to see to the best advantage, but the material used in the special classes is on a larger scale than that provided for regular grades, and therefore, requires more space.

Correct illumination, either natural or artificial, is that which provides adequate light for the task — well-diffused, well-distributed, and without glare. The question of adequate intensity is somewhat an individual problem. It is evident that the condition of the eyes and the type of task will be the determining factors in deciding the intensity and type of illumination required. Since children in visually handicapped classes have seriously defective vision, compensation in the form of increased illumination is necessary. Present day standards indicate a minimum, sustained intensity of illumination of 15 foot candles for regular classes and 30 foot candles for special classrooms. Light meters are now available for measuring intensities and should be considered as necessary as are thermometers.

If possible, it is best that this minimum of 30 foot candles be had by natural lighting. It is erroneous to assume that because the classroom has the right number of windows that it is correctly lighted, for such objects as shrubbery and trees near the window can materially alter the illumination of the classroom. Also the old custom of having shades on all windows in many instances seriously interferes with proper illumination of the classroom. It is urgent that the classroom be so arranged as to give the maximum light with a minimum of glare. The fact

that the total area of windows of a classroom meets the required twenty per cent of the floor space does not mean that the lighting is adequate. No shades should be used on the north windows since the only function of shades in the classroom is to block out direct light. If shades are needed to block out sunlight, a double roller, center hung translucent type of shade should be used. In some rooms diffusers may be needed in order to assist in proper distribution of light.

Classroom furniture: Since physical equipment used by the partially seeing is of great importance, care should be exercised in its selection. In selecting seats and desks, certain underlying principles in structure should be taken into consideration. There may be many harmful effects of incorrect position, such as bending over a flat desk or trying to touch the toes to the floor when the seat is too high. Correct depth of the seat is also important. A seat that is too deep from front to back may cause the child to sit forward and lose his body balance. For the smaller children a depth of 13 inches is usually satisfactory, and for larger pupils, from 14 to 16 inches. Adequate back support should be provided. Modern movable, adjustable furniture is preferred.

Desks should be adjustable with regard to height, angle, and position. Adjustable rods or large clips are helpful in holding materials in place on a slanting desk top. Changes should be made as growth of the child changes his needs. The teacher's desk should be placed either in front near the side wall or at the back of the room. The well-lighted parts of the room should be available for the children. In selecting chalkboards, several points should be considered. Buff, light gray-green, or light gray-blue are preferrable to black, because they reflect more light.

In planning a curriculum for the partially seeing child, emphasis should be placed on these things:

1. Rich and successful experience.
2. Determining and directing special aptitudes and interests with both enrichment and vocational goals in mind.
3. Maintenance of normal relations with normally seeing children.
4. Emphasis on experiences in a normally seeing world in which they will live and to which they will have to adjust.
5. Helping the child to accept his limitations cheerfully to take pride in his accomplishments, and to create within him an eagerness to take his proper place in society and a desire to be useful and helpful to others.

Slate boards may be used, provided when they are refinished when necessary and not allowed to become gray from long use.

Closets should be built-in and large enough to hold the material used in these classes. Closets jutting into the room might prove hazardous for children with deficient vision.

A complete list of equipment and supplies for classes for the visually impaired may be obtained from the National Society for the Prevention of Blindness, 1790 Broadway, New York City, New York.

Curriculum: There is no special curriculum arranged for children with visual defects. The regular curriculum can be followed, this being made possible by the

special education media suitable to their needs, the services of specially prepared teachers, and individual instruction found in the special class.

Partially seeing children should be kept in the regular classroom when possible. Extra costs of teaching these children can be shared with the local school district by the State Board of Education.

The curriculum should be flexible and adaptable, stressing capabilities, and creating ways of circumventing the disability in both education and social experiences. It should stress the things the child is able to do rather than the things he is unable to do, substituting and modifying activities and experiences in order that they may be rich and satisfying. Special adaptions are often necessary for individual children according to the type of disability or prognosis.

Since the children in the visually impaired classes follow as closely as possible the program of the regular classes, the modern program of the blind or partially seeing must be based on cooperation and coordination. Both the regular and visually handicapped teachers share in the responsibility of providing the best possible education for such children.

Subjects such as reading, writing, spelling, arithmetic, and typing which require close use of the eyes will most generally be taught in the class for the visually impaired. Insofar as possible the special room and teacher should be used for resource purposes by children who, with special help, can succeed in regular classes.

The partially seeing child must be made to feel that he has a definite place in the school life and should thus be encouraged to take an active part in the various activities connected with the school. The pleasures gained and the friendships made by participating in these activities will be of lasting benefit and should be considered as much a part of his education as academic and vocational training. It is indeed the social experiences that make education meaningful.

Guidance: Many schools will not have guidance services available to the teacher of the blind or partially seeing. The teacher may become familiar with guidance materials for visually handicapped children by writing to the National Society for the Prevention of Blindness. Local Universities will be glad to help. The evaluating and testing services of the University of Oklahoma are available to all schools who desire such aid.

Individual cumulative case study records must be provided and kept in the room. The folder should contain information concerning the condition of the eyes and the general health of the student, record of test scores which include mental, personality and vocational interest profiles and such information as may throw light on his social and emotional reactions.

A list of occupations that pupils can safely undertake should be available. The vocational division of the United States Office of Education has issued publications dealing with a large number of jobs for people with deficient vision. The Vocational Rehabilitation Division is a good source of information about occupations in Oklahoma.

HEARING IMPAIRED

Hearing Impaired

A child referred to as hard-of-hearing has a hearing loss which has not prevented his acquiring speech and language in the normal manner, that is, through his hearing and the imitation of what he hears.

Thus, "hard of hearing," describes a person who experiences difficulties in auditory reception. Auditory reception can sometimes be improved by amplification or training. The child who is hard-of-hearing may not hear all sounds distinctly, and frequently confuses, substitutes, or omits sounds. He, however, like the hearing child, readily communicates orally and acquires a basic mastery of language.

A child referred to as deaf has his hearing impaired to such a degree that it has prevented his acquiring speech and language in the normal manner. The child who is deaf may have little language when he enters school. When the deaf child enters school, emphasis must be placed on the acquisition of language, for without language little academic progress is possible.

Locating And Identifying The Hearing Impaired

At present, part of our deaf children who are receiving training are reached through the State School for the Deaf at Sulphur. Special classes for the hearing impaired have been established in several communities. There still remain throughout the state children who are deaf, and certainly many who are hard-of-hearing, whose impairment has been unrecognized or ignored. One of the first services of any school district should be a survey of the hearing of all children attending their schools.

The first step in a complete hearing program starts with a well organized and well conducted plan of screening for hearing losses. At this point it would be a safer practice to assume that all children may have some loss in hearing. Assuming this, the screening would not be completed until each child has been tested and his actual hearing status determined. This function is logically a responsibility of the local school as one aspect of a broader health program.

Hearing losses may be classified as conductive, sensori-neural, or mixed. The loss may be due to damage to the mechanism that transmits sound energy, to the nerves that receive the transmitted energy, or both. Another aspect of a hearing loss is that it may be temporary, arrested, or progressive. It would be safer practice for the school to assume that all hearing losses may be progressive. In assuming this regular follow-up tests for children with determined hearing loss would be indicated. Diagnosis of the cause and nature of a hearing loss is the function of the physician who specializes in hearing.

Two professional groups provide hearing treatment services. The physician removes obstructions, provides medication, treats with radium and performs surgery. The audiologist performs services concerned with improving the use of residual hearing. One important function is the fitting of individual aids.

Since a complete hearing program involves the services of so many groups and in the community and the state, it is well to organize a co-ordinating council composed of a representative membership. It should be the duty of this council to establish basic policies relative to screening and follow-up procedures and services which carry the weight and authority of the hearing service agencies represented. In this way the hearing program becomes a venture in public interest and support.

How the hearing survey is conducted depends upon available personnel and equipment for service. In new programs contemplating the purchase of audiometric equipment for the survey, it would be well to investigate the characteristics of various makes and models.

There are several numerical or percentage systems for evaluating the severity of a hearing loss. In the most common of these systems the average loss of hearing for pure tones within the so-called speech range (500-2000 Hz) is used to indicate the severity of the hearing loss for each ear. An average loss of hearing from 20 to 40 dB would be viewed as a mild hearing loss, an average loss of 40 to 60 dB would be considered a moderate hearing loss, a loss of 60 to 80 dB is severe and a loss greater than 80 dB is a profound loss.

If referral is necessary, the parent should be informed and a case history of the child obtained and mailed to the physician of the parent's choice, preferably an otologist. In those cases where the parents are unable to provide medical attention for their children, the County Health Department may serve as the source of referral. Sometimes regular otological clinics can be provided.

After a physician has diagnosed a child, and in some cases prescribed or provided treatment for the hearing loss, a report of his action should be made to the speech and hearing therapist at the school. Further medical treatment may be necessary or referral to other services may be expedited through her.

PROJECT ECHO

Project ECHO (Enriching Children's Hearing Opportunities) is an early identification and home intervention program for hearing impaired children from birth to age six. Hearing impaired children are identified through a high-risk infant hearing screening form completed by the mother in the hospital. The babies who are high risk for hearing impairment are screened at six months of age by a hearing specialist and then referred to an otologist and an audiologist for further evaluation and treatment. Children are also referred to ECHO from referral sources in the field of speech and hearing.

The main purpose of ECHO is home intervention to train parents in the management of the child's hearing aid and in the provision of auditory and language stimulation. A trained professional in the field of speech and hearing makes a weekly visit to the home of the child. Before leaving Project ECHO the child should be wearing his aid all his waking hours, should have some usable language and should be ready to enter pre-school or another school environment. The parents should be providing a maximum auditory and language environment and should be accepting the child's hearing impairment.

Children can be referred to ECHO by contacting the State Department of Education, Special Education Section.

Establishing Classes For The Hearing Impaired

The training program for hearing impaired children has two primary objectives: (1) improvement in the understanding and appreciation of the aural environment through better use of residual hearing, visual perception, and through total communication skills, and (2) development of the use of oral speech as a means of communication. When these two objectives are realized to a greater degree broader avenues are open for the attainment of the purposes of education for all children. It is the function of the speech and hearing therapist and the special class teacher, with proper equipment and facilities to provide training and coordinate other services for the maximum development of the hearing impaired children in all academic areas.

Size of Class: A special class of hearing impaired children will follow the numbers for minimum and maximum as regulated by the State Board of Education.

Eligibility of Children for Classes for Hearing Impaired: The eligibility of a child for admission to a special class for the hearing impaired shall be determined by a qualified specialist, who is approved by the State Department of Education. In addition the child should be educable in order to be eligible for placement in a special class. (Any child having an I.Q. lower than 70 should be granted placement on a trial basis only. His eligibility for permanent enrollment is dependent upon his ability to adjust to the classroom and profit from the instructions provided.)

General Provisions: The figures below pertain to the placement of children with hearing losses:

Decibel Loss	Seating or Referral
0-20	Proper seating in regular classroom.
20-40	Proper seating in regular classroom. Special instruction in speech and language, speech reading, and if recommended, fitting with a hearing aid and acoustic training.
40-60	Same as above or full time in a special class for the hearing impaired.
60-80	Same as above unless they show low achievement or language deficiency, in which case, they should be sent to a special class for the hearing impaired.
80-100	Placement in a class for the hearing impaired.

Curriculum: There is no special curriculum arranged for children with auditory impairment. While a good portion of the day is given to special speech and auditory training, the children are instructed in the same subject matter areas

as normally hearing children. The following of a regular curriculum is made possible through the special education media suitable to their needs, the services or specially trained teachers, and individualizing instructions.

The deaf and hard-of-hearing child has the same needs, desires, expectations, variations in intelligence, interests, and disabilities as the children found in regular classrooms. His major limitation is that, because of a hearing disability, it is not possible for him to maintain the same degree of educational, social, and emotional growth as his normal hearing counterparts. Thus, he needs special education guidance, special methods of instructions, and adaptation in the form of substitution and modifications rather than omission in the curriculum.

In planning a curriculum for the deaf and hard-of-hearing child, emphasis should be placed on the following:

1. Rich and successful experiences.

2. Determining and directing special aptitudes and interests with both enrichment and vocational goals in mind.

3. Group therapy is often important since many hard-of-hearing children have a tendency to withdraw from group activities and to develop a preference for isolated work and play situations. They need opportunities for social development.

4. Emphasis on experiences in a world of sound in which they will have to live and adjust.

5. Helping the children in the classes for hearing impaired follow as closely as possible the program of the regular classes, their educational program should be based upon cooperation between the special class teacher and the entire school staff in providing the best education possible for these children.

Special Equipment and Materials: The following list of equipment and materials is merely suggestive and is offered for guidance in equipping a classroom for deaf and hard-of-hearing classes:

Sound control is of primary importance in establishing a suitable environment for the education of deaf and hard-of-hearing children. Two major areas of sound control are: (a) amplification or the increase in intensity of desirable sounds used in the development of speech and sense training; and (b) noises control or the reduction of those sounds which tend to interfere with the successful application of amplification.

Types of Amplification

A. Hearing Aids

A hearing aid is a miniature amplification system which consists primarily of a power source (batteries), microphone, sound magnification

circuit, and receiver or speaker. There are two types of hearing aids — body and ear level.

Hearing aids have limited fidelity. A device of this size cannot be expected to produce sound with nearly the same quality as larger high-fidelity equipment. This fidelity limitation of the hearing aid is important to auditory training techniques. Hearing aids which have been individually "fitted" to the child will usually provide him with a portable listening device adequate for many situations. However, for learning fine discrimination more comprehensive electronic equipment should be used with the deaf.

B. Group Auditory Training Devices

1. Plug-in-Auditory Trainer

The "plug-in" or stationary device consists of a microphone for the teacher, an amplification circuit with a phonograph attachment, several plug-in headphone sets with volume controls, and one or more microphones for the pupils. This device provides a broader sound spectrum with more variable control features than hearing aids. The disadvantages are expense and its lack of mobility. It should be used as an auxiliary device in connection with individual hearing aids.

2. Loop-type Auditory Trainers

There are two principal loop systems, (a) radio frequency or RF and (b) induction-coil or magnetic. Both systems provide the speech signal through a "wire loop" encircling the room to the individual's hearing appliance.

a. RF Auditory Trainers

The radio frequency system is essentially a miniature radio-broadcasting station consisting of microphone for the teacher, amplification for tone control console tuned to broadcast on a particular AM or FM band width, the wire loop, and receiver sets worn by the pupils. Advantages of this system include good fidelity and the ability to provide RF systems in adjacent rooms. Since each room must be tuned "broadcast" and receive on a separate frequency, group activities involving communication with pupils from more than one room can become difficult.

b. Magnetic-Loop Auditory Trainer

The induction-coil or magnetic-loop system operates on a magnetic-field principle. The child's nearing appliance (which must be equipped with a telephone induction circuit) picks up the signal carried by the signal carried by the surrounding wire loop. The magnetic-loop system contains essentially the same

components as the other auditory training devices. Advantages of this system include lower relative cost, and the ability of the child to use individually "fitted" hearing aids. Because of overlapping magnetic fields, placing these systems in adjacent rooms is difficult.

NOTE: "Loop" should be placed as near the ear-level of the pupils as is practical.

Sound Environments for Hearing Impaired.

Two types of unwanted sound will be considered, (a) those sounds which originate outside the classroom and (b) those sounds which originate inside the classroom.

The wall, ceilings, floors, and other openings should be designed and treated so as to reduce the amount of sound which enters the room from the surrounding environment. Several types of walls are available from construction-material companies which provides relatively good noise control through the walls. It is important to notice other possible sources of sound infiltration when designing the room. For example, the effectiveness of a sound-treated wall is greatly reduced if the air space between rooms across the ceilings is not separated and insulated or if air returns for central heating and air conditioning systems are so placed so as to allow noise to enter from hallways, etc. Ideally, the room should be located away from outside vehicle and pedestrian traffic.

The purpose of sound treating the interior of the classroom is to reduce reverberation and initiation of undesirable sounds within the room. Wall, ceiling and floor surfaces constructed of hard materials reflect or create "echoes" of sounds originating in the room. Therefore, sound-absorbent materials should be used. Ceilings should be covered with acoustical tile or blown soft acoustical material. Walls may be covered with acoustical tile, carpet, or may be draped. It is not necessary for the walls to be covered from ceiling to floor, but the material should extend to as near the seated height of the children as possible. This allows most sounds from the teacher and pupils to be "dampened." The floors should be carpeted to reduce noise created by walking, movement of chairs, desks, etc.

Other Considerations

Because hearing impaired children place more reliance upon visual cues for communication than normal children, some consideration should be given to the lighting and projection equipment used. Lip reading requires that the teacher's face be visible. This may mean more lighting than might be required in the regular classroom. The use of overhead projectors will make it possible for the teacher to face the children while writing or illustrating teaching materials. An allowance of 3 kilowatts for the additional power and light of such a room is recommended.

1. All the equipment provided in the regular classroom.

2. Sense training equipment.
   Montessori equipment or suitable substitute.
   Colored yarn, balls, or ribbon for matching color.
   Children's jigsaw puzzles.

3. Equipment used in teaching speech reading.
   Small table and chair so the teacher may sit with her lips on eye level of the child.
   As many of the objects whose names are to be taught as possible. Pictures to supplement the objects.
   Speech mirror.

4. Equipment for instruction in reading and other visual subject matter.
   Chart racks for picture and word charts to which the child can refer at any time. Pictures on cards (5" x 7") to be matched with written and printed words on cards (3" x 5"). Each teacher should keep a card file.
   Picture dictionaries.
   Textbooks with simple language construction, big print, and limited vocabulary during early stages of reading.

   Opaque projector — very helpful in reflecting the printed page on the screen for group study and discussion.

   Slide or film projector.
   16mm projector for children's education movies.
   Bulletin boards on the eye level of the child.

5. Piano. The baby grand is more suitable for teaching children with severe hearing impairment than a high upright piano.

6. Records for Acoustic Training should be well selected and there must be an interesting variety. (Write to Volta Bureau for lists of good reliable records, prices, etc.)

7. Instruments for Rhythm. Inexpensive instruments for rhythm bands and auditory training — such as bell, cymbals, drums with sticks or wire brushes, horns, tambourines, triangles, crickets, whistles, etc.

8. Television. Should have a large perfect screen. Table model on a turntable or wheels, so it can be viewed from any part of the room and also easily moved.

9. Workbooks. Workbooks are especially used for our children with severe hearing impairment if they are interesting, well illustrated, educationally sound and selected for the individual's needs.

10. Audiometer-puretone.

Guidance: Many schools will not have guidance services available to the teacher of children with auditory impairments. In this case the teacher must provide guidance, including vocational information and training, for these children. She should familiarize herself with materials and services for children in her class.

Individual cumulative case study records must be provided and kept in the room. The folder should contain information concerning general health, grades, test scores, and other information that is important in terms of counseling the student.

A list of occupations that pupils can undertake and train for should be available. The United States Office of Education has issued publications dealing with available jobs for hearing impaired individuals. The Vocational Rehabilitation Division of the State Department of Institutions, Social and Rehabilitative Services is also a good source of information about vocational training and occupations in Oklahoma.

CHILDREN WITH LEARNING DISABILITIES

LEARNING DISABILITIES DEFINED:

"Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

PROCEDURES FOR EVALUATING SPECIFIC LEARNING DISABILITIES

In evaluating a child suspected of having a specific learning disability, each public agency shall include on the multidisciplinary evaluation team:

1. The child's regular teacher; or
2. If the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age; or
3. For a child of less than school age, an individual qualified by the State educational agency to teach a child of his or her age; and

At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.

CRITERIA FOR DETERMINING THE EXISTENCE OF A SPECIFIC LEARNING DISABILITY.

A. A team may determine that a child has a specific learning disability if:

1. The child does not achieve commensurate with his or her age and ability levels in one or more of the areas listed in paragraph (a)(2) of this section, when provided with learning experiences appropriate for the child's age and ability levels; and

2. The team finds that a child has a severe discrepancy between achievement and intellectual ability in one or more of the following areas:

   a. Oral expression;
   b. Listening comprehension;
   c. Written expression;
   d. Basic reading skill;
   e. Reading comprehension;
   f. Mathematics calculation; or
   g. Mathematics reasoning.

B. The team may not identify a child as having a specific learning disability if the severe discrepancy between ability and achievement is primarily the result of:

1. A visual, hearing, or motor handicap;
2. Mental retardation;
3. Emotional disturbance; or
4. Environmental, cultural or economic disadvantage.

OBSERVATION

A. At least one team member other than the child's regular teacher shall observe the child's academic performance in the regular classroom setting.

B. In the case of a child of less than school age or out of school, a team member shall observe the child in an environment appropriate for a child of that age.

WRITTEN REPORT

A. The team shall prepare a written report of the results of the evaluation.

B. The report must include a statement of:

1. Whether the child has a specific learning disability;
2. The basis for making the determination;
3. The relevant behavior noted during the observation of the child;
4. The relationship of that behavior to the child's academic functioning;
5. The educationally relevant medical findings, if any;
6. Whether there is a severe discrepancy between achievement and ability which is not correctable without special education and related services; and
7. The determination of the team concerning the effects of environmental, cultural, or economic disadvantage.

C. Each team member shall certify in writing whether the report reflects his or her conclusion. If it does not reflect his or her conclusion, the team member must submit a separate statement presenting his or her conclusions.

THE PARENTS:

The child with a learning disability generally presents such a puzzling picture that the average parents find themselves at a complete loss in coping with his behavior. They are aware that something is wrong and are usually trying to do something about it, generally the wrong thing since the behavior is of organic causation and does not respond to control methods assuming psychological etiology. Parents need to be informed of the differences in the behavior and learning patterns of these children. They need to know the most efficient and acceptable ways of working to alleviate the problems. Since these youngsters react normally in some areas, many parents and teachers assume that their failure in other areas is simple stubbornness and willful unruliness, and react accordingly. Parents and teachers tend to punish impulsivity, hyperactivity, and perseverative behavior. They apply pressure to the slow, and require additional study in areas of failure. Frustration and anxiety are created because of general

problems occurring due to poor coordination. All these problems are beyond the control of the child and need sympathetic understanding and special help rather than punishment and pressure.

The special teacher and other personnel involved in these programs should make a special point of counseling with the parents as without their sincere cooperation the teacher will experience many problems brought on by erratic and unknowing treatment of the child's behavior. The reasons for special placement must be carefully explained and suggestions for home help carefully outlined so that the child's total experience can be used in ameliorating his disability.

THE FACULTY:

School personnel, other than the special education teacher, should be completely informed of the basis for selecting children for learning disability classes. Many of these children have been behavior problems and it is important they realize there are specific criteria for placement besides behavior problems. Complete understanding and acceptance of the class will make it easier to initiate re-entry of the children into the regular program if and when they progress sufficiently to enable them to succeed without the special help. Trial placements in regular sections may be necessary and unless the entire faculty is willing to accept the problems that may arise, the pupil's chances of habilitation are prejudiced. The establishment of good relations between the special class and the regular groups cannot be over-emphasized and should be one of the major concerns of the special and the administration. The special training and knowledge of the teachers can make her valuable to all the teachers and she should seek the opportunity to help whenever possible.

CLASSROOM ORGANIZATION:

The Teacher: The key person is determining the success of a class for children with learning disabilities is the teacher assigned to the class. While the class load is much smaller than in a regular class, the extreme individuality of the problems of the students makes it necessary for the teacher to also be "special." In addition to having all the competencies of a good regular teacher, she must have a special interest in, and empathy for the "problem child" or more correctly, the child with problems. The child's behavior may be as bad as his learning is deficient. She must be able to recognize that poor behavior may result from anxiety and frustration over failure to learn and that a change in teaching methods rather than discipline will produce positive results in many cases. The teacher must know all the regular methods plus the many special ways of working around or compensating for the variety of learning problems in a typical special class. She must be able to read the psycho-neurological and medical reports and translate the deficiencies mentioned into special educational methods for remediation. This infers a knowledge of the perceptual, conceptual, and ideational processes as they relate to learning problems and the ability to use that knowledge in a practical manner.

Size of Case Load: The case load will follow the numbers for minimum and maximum as regulated by the State Board of Education. Maximum case load will vary depending on the type of program structure and the severity of the children

involved; however, the teacher must never have more than ten (10) at any one specific time.

The Classroom: Even though the number of children in a class of this type is very small as compared to a regular room, the necessity of providing different learning situations for different children necessitates a classroom of sufficient size to provide space for individual carrels, group study, equipment and supply storage and space for some equipment for developing motor coordination and skills.

The room should be located in an area of the school where there is the least traffic and distracting influences. It would be best if it did not have windows; however, if there are windows, blinds should be provided. The room decor should be simple, with quiet colors. The teacher must be careful of the type and number of items displaced, keeping all displays at a minimum. Any unusual reaction on the part of the students should be considered in developing new display materials.

Curriculum: The curriculum for teaching disabled children should, in general, be the same as the general curriculum for normal children. Each child's program must, of course, take into consideration his specific strengths and weaknesses and should have as a goal the development of individual potential to the limits of capabilities. The major change in classroom procedures will be in the use of special methods and materials to enable the students to reach their potential. Since the child placed in a special class obviously has not been able to learn using the traditional methods and materials, the special class must have at hand every possible aid available and the teacher must be aware of the way of using the aids in promoting learning.

The following specific areas of learning disabilities are often noted and it was found that the use of special materials or methods was necessary before remediation could be accomplished. This listing is by no means exhaustive and is presented only as a starting point in developing specific remedial procedures.

1. Sensory-motor skills
   Tracing, dot to dot reproductions, kinesthetic and tactile exercises are helpful in developing this skill but necessitate special equipment such as sand boxes, large cut out letters, etc.

2. Visual-perceptual skills
   a. form perception
   b. figure-ground relationships
   c. position in space or spatial orientation
   d. visual sequence memory

   One example in the area is the need for special materials as most current workbooks and tests are visually crowded. This creates extreme problems for the child impaired in the area of functioning.

3. Auditory dysfunction
   a. auditory sequence memory
   b. sound discrimination
   c. blending sounds
   d. difficulty in differentiating sounds in isolating or in context of words

   The use of a tape recorder with ear phones can, by cutting out extraneous sounds, prove useful in developing this skill.

4. Lack of auditory-visual integration

   The use of a Language Master device or a tape recorder using clues as well as auditory is one method of remediating this problem.

5. Memory as associated with comprehension.

   The inability to maintain two or three items in memory often causes a loss of critical elements so destroying the "whole" needed for concept formation, this may affect comprehension. The teacher needs to present the material in smaller and more discrete units. The teacher should also be careful that the material for visual stimulation are not highly complex as the student in examining a picture with many parts will have difficulty remembering all of the parts that make up the total picture, and therefore, show poor comprehension of the total idea.

6. Symbol-meaning association

   a. Aphasia — memory and recall problems
   b. Agnosia — unknowingness to sound
   c. Dyslexia — inability to read

The many problems in the area preclude suggestions other than the advisability of seeking the aid of the speech and reading specialists. The specialists can suggest methods and materials for the particular case in question.

L. D. WORK STUDY PROGRAM

The purpose of the LD Work Study Program is very similar to the purpose of the EMH Work Study Program. It is designed to offer LD students an opportunity to work and/or receive training while attending school. This program enables the Public Schools, the State Department of Education, Special Education Section, and the Department of Vocational Rehabilitation to work together in a coordinated effort to help learning disabilities youth make a realistic and profitable adjustment to school and work.

The Field Lab Cooperative Program follows the requirements for special education approval, reimbursement procedures, financing, and special education laws and regulations.

The Field Lab is centered around the realization that students with a learning disability at the secondary level need support in social, academic, and vocational areas. The students are required to earn the same number of units in the required subject areas for graduation either with a regular teacher or a special lab teacher. Some of their electives may be earned in the Field Lab as training or work experience.

Credit for Work Experience or On The Job Training

A maximum of 7-1/2 units. (Maximum of 3 units per school year)

Field Lab Teacher Coordinator

The school district selects and assigns a Special Education teacher with Learning Disability Certification to coordinate the services between school, vocational rehabilitation, and employer.

The duties of the teacher coordinator will include:

1. Cooperating with teachers, counselors, students, and parents to recommendations for Field Lab.
2. Securing employment or training for students.
3. Making home and parent contact.
4. Offering support to students and employers.

GIFTED/TALENTED

Purpose

The purpose of Gifted and Talented Education is to insure high quality diversified programs to meet the unique needs, interests and abilities of the gifted and talented child in order that each may reach his maximum potential.

It is the intent of the State Department of Education to assist local school districts in meeting their responsibility to gifted and talented children and guarantee a meaningful and complete educational experience appropriate to each child's ability regardless of age, location, ethnic background or economic circumstances.

Current Status

The Legislature has authorized the State Board of Education to develop and implement an educational program for the gifted and talented.

Gifted and Talented Children Defined

P.L. 91-230, Section 806, directed the U.S. Commissioner of Education to define gifted and talented children. The definition established is:

> "Gifted and Talented Children" mean those children identified at the preschool, elementary and secondary level as having demonstrated potential abilities of high performance capability and needing differentiated education beyond those being provided by the regular school program. Capability areas will include but not be limited to the following:
> a. Intellectual ability
> b. Creative thinking ability
> c. Leadership ability
> d. Visual and performing arts ability
> e. Specific aptitude or ability

Gifted and Talented Education Defined

"Gifted and Talented Education" means those special instructional programs, supportive services, unique materials, learning settings, and other educational services which differentiate, supplement and support the regular educational program in meeting the needs of the gifted and talented child.

Establishing Programs

1. Program Design

   Local districts are to determine their need for gifted and talented education. Programs should be developed around philosophy, student needs, and available resources. Many provisions for the gifted and talented are now being provided by some of the school systems through their ongoing programs such as grouping, team teaching, counseling, or the provisions of higher level curricula. The initiation of additional programs WILL NOT REPLACE, BUT AUGMENT ANY EXISTING SERVICES.

   Options to be considered singly or in combination:

   1. Enrichment of content
   2. Acceleration of content
   3. Individualization of instruction
   4. A modified, open-ended curriculum

5. Specific goal-directed programs to develop and/or foster such diverse aspects of giftedness as creativity, critical thinking, evaluative thinking, leadership, etc.
6. Guidance (experiences which promote understanding of the self and others and explore opportunitities for careers).

II. Identification of Students

The identification of gifted and talented students must be a process that reflects the goals, objectives, organization and instructional design of the projected program.

A. Screening. The first step in identification is to locate all potential gifted/talented students. This should be done through the use of multiple methods including some or all of the following: group tests — of intelligence and achievement, teacher nominations, parent information, school marks, rating scales, scholastic aptitude tests, interest inventories, anecdoted records, peer nominations, autobiographies, creative tests, abbreviated tests, nominations of professional staff or qualified lay persons, or other appropriate methods.

B. Eligibility. Any child who meets the following requirements shall be eligible for programs approved under this standard.
   1. Is of legal school age
   2. Shows evidence of:
      a. functioning in the upper five percent of the student population, OR,
      b. functioning one and one-half standard deviations above the mean on objective test instruments, OR
      c. having the potential of functioning within either of these groups.
   3. Evidence of special abilities to be determined by the use of multiple criteria including at least one item from each of the following categories:
      a. Nominations
         (1) Professional nominations obtained through the use of a checklist by teachers, counselors, psychologists and/or other staff as well as individuals in specific fields from the private sector.
         (2) Parent, peer, and/or self-nomination through the use of locally developed procedures and instrumentation.
      b. Measures of ability
         (1) Aptitude/creative test instruments applicable to the type of program being developed.
         (2) General ability inventories, utilized on a group or individual basis.
         (3) Individual and/or group intelligence tests.
      c. Performance and/or interests
         (1) Standardized achievement test instruments applicable to the type of program being developed.
         (2) Classroom performance based on cumulative record data.
         (3) Normed or criterion-referenced interest inventories.

C. Areas of gifted/talented shall include the following:
   1. Superior intellectual ability
   2. Creative or productive thinking
   3. Specific ability aptitude
   4. Visual and performing arts
   5. Leadership ability

D. Selection. The final decision about who is in and who is not in a gifted/talented program should be made by an evaluation/placement team.

Evaluation/Placement Team

The development of the educational program for a child will be the responsibility of an evaluation team within the LEA. The SEA will provide assistance to LEA's in the development of the evaluation/placement team concept.

a. Composition. The team will be composed of persons who directly or indirectly are involved in or influence the child's educational success. This might include the parents and their community representative or advocate, various professional persons in the school, regular teacher, special teacher, psychologist, psychometrist and counselor. In addition, community related personnel who have expertise in the area of students' particular gifts or talents might also be appropriate.
b. Review of instruments and procedures. The team will have responsibility to review the procedures, instruments and observations used to determine the child's level(s) of functioning and behavior and will evaluate the appropriateness of such procedures, instruments and observations with regard to each child's particular socioeconomic level and economic background.
c. Recommendations for placement. The team will be responsible for evaluating all pertinent information about the child and making recommendations concerning the most advantageous placement possible. Some alternative program assignments recommended by such a team might include:
   — those immediately available in the LEA (based on the continuum concept),
   — programs developed by the LEA to meet the unique needs of the individual child,
   — contracts with other LEA's,
   — utilization of existing resources (consultants, consortiums, etc.). There will be a continuous review of each child's placement and progress in the program.

III. Number of Students Served.

The State Board of Education has established policy which sets the minimum program size at five (5) children. Maximum case load will vary depending on the type of program structure.

IV. Selection of Staff

The success of any program is to a large extent dependent upon the effectiveness of the staff involved. The school which has studied its student population and defined the needs for provisions for the gifted/talented must carefully select the teacher(s) who will implement the plans for meeting those needs. Ideally, the teaching staff for a program for the gifted/talented will include some persons who have participated in the preliminary study of needs. In addition to holding a valid Oklahoma teaching certificate appropriate to the grade level(s) included in the program, a teacher of the gifted and talented possesses these characteristics:

Understanding of the nature of academic giftedness
Awareness of needs of the gifted arising from their developmental tasks
Ability to teach at the level of inspiration
Flexibility in classroom management
Superior intellectual ability
Broad cultural interests and enthusiasm
Skill in stimulating independent study and creativity
Sound mental health, with capacity for dealing with groups characterized by varied personality, opinions and interests
Demonstrated competency in classroom teaching
Skill in coordinating provisions for the gifted with other aspects of the school program.

This does not exclude the utilization of non-certificated personnel, but applies only to staff primarily responsible for the program.

V. Differentiated Education

A. Curriculum for the gifted and talented can only be marked as such if it encompasses elements which distinguish it from being suitable for the education of ALL children. While current curriculum development theory places emphasis on the flexible usage of gifted and talented curriculum as it relates to teacher and student needs, there are some basic principles of curriculum that should be followed:

1. Subject-Related
   Learning activities should be related to something from which thinking and doing can be initiated.
2. Process-Oriented learning activities should emphasize the development of thinking skills and process rather than the mere acquisition of information.
3. Doing-Centered
   Learning activities should focus on tasks which produce active involvement from the learner.
4. Open-Ended Application
   Learning activities should allow for varied and personalized responses.
5. Student-Selected
   Learning activities should provide options for individual differences in need, preference, and capabilities.

B. Scheduling for gifted and talented programs is contingent upon the structure in which the program must function; however, all scheduling must make provisions for the full development of basic sequential skills either as part of the gifted/talented program or in the regular classroom.

C. Special materials, methods and activities for gifted and talented students must be distinct, different, and beyond those provided to students not classified as gifted/talented.

VI. Program Development

A. Gifted and Talented Programs will be funded at the same level as other areas of special education.
   1. Each unit must have a full-time or full-time equivalency teacher.
   2. Each unit must include definite curriculum adaptation or teaching/learning methods for special groups or types of students identified as gifted and talented and provide for activities that are distinct and different from those in the program offered to students who are not classified as gifted and talented.

B. Applications for gifted and talented education programs will be made in writing to the Special Education Section of the State Department of Education.
   1. The existing guidelines will be followed and a written plan detailing the proposed program will be submitted on or before the advertised deadline. This plan will include:
      a. Evidence of need
      b. Program goals and objectives
      c. Student identification process
      d. Structure of program
      e. Procedure and criteria for the selection of program staff
      f. Evaluation process.
   2. The State Department of Education, Special Education Section, will evaluate all requests and recommend those school districts that will receive grants.
   3. All gifted and talented programs approved for the state funds will include provisions for self-evaluation followed by outside, objective evaluations to be conducted by the Oklahoma State Department of Education or its representatives.

EMOTIONALLY DISTURBED

Administrators and teachers in the public schools of Oklahoma have long been aware that some children enrolled in school are socially and emotionally maladjusted to the extent that their progress in school work is significantly hampered. Teachers of regular classes have struggled conscientiously to help these children but have often felt frustrated in their efforts and have usually had to settle for only a moderate degree of success.

The 26th Session of the Oklahoma State Legislature passed legislation which made it possible for school districts to establish and operate special education programs for emotionally disturbed children. This legislation provides for reimbursement for these programs on the same basis as other types of special education programs subject to the approval of the State Department of Education.

THE EMOTIONALLY DISTURBED DEFINED:

The emotionally disturbed child is defined as one who, because of possible breakdown in the family constellation or because of economic, social or other conflicts, has failed to mature socially and emotionally within the limits imposed by society. Because of these unresolved social and/or emotional conflicts, the child is unable to adjust himself to the routine of a regular classroom and profit from the instructional program offered.

LOCATING AND IDENTIFYING THE EMOTIONALLY DISTURBED:

1. Many children in need of special programs are easily recognized because of their "acting out" behavior. Such symptoms as excessive aggressiveness, hostility, negativism, bullying and lack of conformity are usual signs. While not all children manifesting these symptoms would be eligible for a special program, all such children may be considered candidates for placement and referral is left to the discretion of the classroom teacher or other appropriate individuals.
2. Some children who pose fewer problems of management in the classroom, but who may be in urgent need of special help, are often overlooked by teachers. These are children who manifest behavioral symptoms of excessive shyness, withdrawal, inability to relate to others, nail biting, thumb sucking, etc. Any child who engages in this type behavior excessively should also be considered as a possible candidate for a special program.
3. School records (Cumulative Folders) that have been well kept with systematic observations of the teacher entered, with test data, grades, etc., recorded are useful in locating children in need of a special program.
4. Family physicians, pediatricians, psychiatrists, mental health and child guidance clinics also constitute reliable sources for locating and referring children with emotional problems.

ESTABLISHING PROGRAMS FOR EMOTIONALLY DISTURBED CHILDREN:

Size of Class: The case load will follow the numbers for minimum and maximum as regulated by the State Board of Education. The severity of the handicap of some emotionally disturbed children often necessitates their being placed on a limited school program. In keeping attendance records for the purpose of computing State Aid, see State Board Regulation regarding length of school day.

Eligibility for Placement: Eligibility for placement in a program for Emotionally Disturbed Children is based on the following criteria:

1. The child must be of legal school age.

2. The child must be of average intelligence or above as determined by an individual diagnostic psychological study. Diagnostic evaluation and recommendations for special class placement must be made by a qualified psychological examiner approved by the State Department of Education.

3. A child may be recommended for placement by a specialist in both private and community agencies. Although these agencies may make recommendations, authority for actual placement and supervision of the program is the responsibility of the local school evaluation/placement team.

4. The parents of a child considered eligible for placement must agree to placing the child in the special program and must be available to work with the teacher, school administration psychologist, psychiatrist, and any resource person designated by the local school authority.

RESOURCE INDIVIDUALS:

Other Members of the Faculty: Any school establishing special programs for emotionally disturbed children should make every effort to assure that other members of the faculty understand the nature and the purpose of the special unit. The understanding and cooperation of other faculty members will contribute significantly to the success of the special program.

The School Administrator: The local superintendent or his designated authority shall have the administrative responsibility for establishing, operating, and setting policies for the special program. It is his direct responsibility to qualify the program in accordance with the Oklahoma State Department of Education requirements for approval for reimbursement.

The School Psychologist: The work of psychological evaluation, making recommendations for special placement, serving as consultant to the special teacher, counseling with parents, assisting with parent study groups, and reevaluating children as the need is indicated are all duties generally performed by the School Psychologist.

The Visiting Counselor [Social Worker]: The visiting counselor who, by

training and experience is an educator-social worker, serves as an important resource person for the program for emotionally disturbed children. She is in a position to work with the special teacher, the children in the program, and the parents. In addition she represents a valuable source through which referrals may be made in order to secure the help and cooperation of other community agencies.

County Units: County superintendents may organize and operate special education programs as provided by law. Reimbursements of special education funds will be made to each participating school district on a proportionate basis.

PROGRAM ORGANIZATION:

The purpose of the program for emotionally disturbed children is to provide a classroom setting in which these children may have opportunity for group living experiences, individual and group therapy, and instructions in the conventional tool subject based upon the individual readiness.

The Teacher: The teacher for emotionally disturbed children shall hold a valid special education certificate in the area of emotional disturbance. In addition care should be exercised in selecting a teacher who by attitudes, personality and personal adjustment will be able to work most effectively with this type of children. She must be able to place the emphasis of her teaching upon social skills and individual adjustment of the child to his environment. She must be interested to the degree that she will study each child individually and learn his needs. She should have a good background of training in the area of child development and psychology, including knowledge of behavior theories and therapeutic processes. Since the participation of many resource agencies (physicians, psychiatrist, psychologist, social workers, etc.) is required to assure the successful operation of a class for disturbed children, the teacher must be able to make systematic observations of the children in the class, maintain accurate records, and be able to communicate information regarding the children to other professional personnel. Above all else, the teacher should be dedicated to her duty of helping each child in her class effect an adjustment to the extent that he may be returned to a regular program with the greatest degree of expediency.

Classroom: The classroom for emotionally disturbed children should conform to the requirements of any classroom in terms of adequate size, lighting, seating, and room furniture. A wide range of materials and equipment will be needed to provide for the differences in readiness of children in the program. If possible the room should have individual entrances with ready access to the playground and play equipment. Running water in the room with restrooms either in or immediately adjacent to the room are also recommended.

Curriculum: The over-all plan and purpose of the special program for emotionally disturbed children is to help them effect a degree of personal adjustment sufficient to return to a regular classroom. With this aim in view a good deal of emphasis is placed upon the therapeutic processes both individually and in groups. Since the design is to return these children to a regular program, the curriculum follows modern, well-planned educational program. The skills of reading, number work, language and social relationships are stressed. Social studies, art, and manual activities are taught for their academic content as well as serving important therapeutic purposes. While following the regular curriculum

as to content, it becomes necessary to individualize instructions, employ special methods of instruction, and to work with wide variations in readiness. Emphasis must be given to remedial type instruction since one of the characteristics common to most emotionally disturbed children is a failure to achieve academically at a level commensurate with their age and intellectual expectancy. In short, the curriculum for these exceptional children becomes a well proportioned combination of teaching and therapy.

VISITING COUNSELOR

Role of the Visiting Counselor:

The work of the visiting counselor is a part of an interprofessional approach to understanding and providing help, within the program of the school, for children who are having difficulties in using the resources of the school effectively. He may provide help in relieving the current symptoms of a child's problem, but his goal is corrective and preventative in nature rather than trouble shooting. Through the case work approach, he brings to bear all the needed facilities and services of the school and community on the child's problems in order to assist him in making adjustments that will allow him to gain the most from his school experiences. To achieve this goal, the visiting counselor may utilize the services of the physicians, school nurse, school psychologist, guidance and educational counselors, reading specialists, special education teacher, community social agencies, service and church organizations, or any other agency or individual. He might be considered a liaison person between the home, school, and community agencies. The Visiting Counselor acts as a consultant to teacher, principals, and other school personnel. His special contribution is based on his understanding of human behavior, his skill in relationship and interviewing, and his ability to use school and community resources.

Personal Qualifications:

Academic qualifications are admittedly very important but even more important are the personal attributes that enable an individual to perform beneficial services as a visiting counselor. Without certain general personal factors and attitudes, no amount of academic background can compensate for inability to place information into effective operations. On the other hand, the individual who is capable of working with people and has an interest in this endeavor can eventually acquire the necessary academic qualifications.

Due to the confidential and intimate nature of much of the visiting counselor's activities, ethical considerations must be honored when working with others. Visiting counselors respect the rights of parents, teachers, and children in terms of maintaining confidentiality. In essence, the visiting counselor recognizes and works consistently as a professional person who offers services for those who have need and can accept aid without imposition or judging.

LOCATING AND IDENTIFYING THE CHILDREN WHO NEED VISITING COUNSELOR SERVICES:

The Visiting Counselor Program is not meant to resolve all the problems of administrators, teachers, and parents that grow out of children's adjustment to the school situation. However, there are children who need specialized help that is beyond what one could expect the classroom teacher or school administrator to give. This could be due to the lack of time or, in some cases, the lack of specialized training or understanding of some types of maladjustments.

Children who are usually referred to the visiting counselor are those whose behavior in the classroom or other school situation is symptomatic of poor social and/or emotional adjustment. Some of the more common manifestations of these

problems are over-aggressiveness, withdrawingness, truancy, academic underachievement, apathy, lack of physical energy, sullenness, resentfulness, stealing, habitual lying, telling of fantastic stories, cruelty, temper tantrums, excessive day dreaming, fearfulness, showing off, feigning illness to escape responsibilities, twitching, tics, stuttering, and specific learning problems such as reading. Where help is not otherwise available, the visiting counselor can usually find ways to assist destitute children. Another important function is that of being a liaison person between the home and the school.

Records:

Statistical reports give an objective view of the work of each individual worker, as well as the visiting counselor program. These reports are important in the evaluation of the total program. Uniformity is necessary if materials compiled from these reports are to be useful at the local and state levels.

Several purposes are served by statistical reports. They are one instrument used by the administrator in evaluating the overall functioning of the individual workers and of departments of visiting counselors. Monthly reports indicate the flow of referrals and activity on cases. Annual reports give an objective record of the activity for a total year. They also serve the individual worker as one means of evaluating his own performance.

Both monthly and annual statistical reports can be used to help in the interpretation of the service. They help key personnel to understand the scope of the program. In turn, these reports may be used by key people when they interpret the program to faculties, community personnel, and the lay public. Some school districts reproduce these reports for Boards of Education, and thus help the Board to carry out its responsibility to support and interpret the service.

It is essential that adequate records be maintained by any visiting counselor to insure efficiency and accuracy. An objective, up-to-date file should be maintained on all cases to enable communication of pertinent information to school personnel and community agencies. Confidentiality of case work information must be maintained to protect the parents, students, and schools. It is recommended that release of information permission be obtained before transfer of any case reports outside the school system. Within a school or school system, some notation should be made in the student's cumulative folder to indicate visiting counselor involvement. Placement of visiting counselor reports in cumulative folders is not encouraged because of difficulty in maintaining confidentiality. It is recommended that verbal reports be given via conferences with people who are working with the child, i.e., teachers, principals, parents, etc. Written reports should never be given to parents but oftentimes can be shared with teachers although this policy depends upon administrative decisions of the individual principal.

VISITING COUNSELORS' REPORT TO DIVISION OF SPECIAL EDUCATION:

At the end of each semester, a summary of the visiting counselor's statistical reports should be made and sent to the Special Education Section. Forms will be provided, however, if individual school districts have reports already in use they

may be substituted if they contain essentially the same items of information requested.

Files — A central file of all current cases, as well as cases of students still attending school within the system, should be kept to provide possible aid in the event a case is re-opened. Where more than one visiting counselor services a system, a central filing system should be established under the supervision of authorized personnel who can be responsible for the confidential file for the entire calendar year.

The school district has the responsibility to provide adequate filing space. When local conditions do not permit the most desirable type of facility, the superintendent, director of special education, or another administrator responsible for the program in the district will plan with the visiting counselor for safe keeping of records during school and vacation time. When there are two or more workers in a district, a central filing system during summer vacation periods permits authorized administrative personnel to have access to material in case records when needed.

Physical Needs.

The physical needs required to meet the functioning role of the visiting counselor are dictated by the needs of privacy, confidentiality, and motility. The visiting counselor's interviews with children and parents, because of their intensive and intimate nature, require a quiet, private environment. To meet this need, the following suggestions are made:

Office Space — The prime requisite for a visiting counselor's office is privacy. When a child, parent, or another adult discusses problems which are affecting him deeply, he should be able to do so without fear of being overheard or interrupted. An office near a music room, boiler room, gymnasium, or other noisy unit should be avoided. Proper lighting, ventilation, and acoustics are as important as they are in administrative offices and classrooms.

The office should be centrally located in the school, but detached from administrative offices, so that the visiting counselor is not identified with administrative functions.

When a worker serves several schools on a scheduled basis, there should be a base office for him. This office will contain his files, phone, and other facilities. Some large school districts which have several visiting counselors provide a large base office for all of them. With this arrangement, a private interviewing area should be provided. In planning for space, throught should be given to the number of personnel a district may ultimately employ.

Clerical Help — It is imperative that the visiting counselor be provided qualified clerical help to maintain adequate records, type reports, screen phone calls, act as receptionist for drop-ins, and maintain statistical reports. The visiting counselors should be allowed to devote their entire time to professional services and not be required to assume clerical duties that of necessity develop in the visiting counselor program. The size of the clerical staff will vary according to the number of visiting counselors working in a system. It is suggested that a feasible

ratio should be one secretary for each six visiting counselors. The secretary should be delegated responsibility to maintain confidential files, both the master index of students seen, as well as individual case reports. For this purpose, locked filing cabinets should be provided.

Telephones — Visiting counselor programs must have telephone service available to make many calls required to home and community agencies. It is not feasible to expect a visiting counselor to employ ordinary school phones for these purposes because it would interfere with the school's needs for telephonic use. It is, therefore, suggested that whenever possible the visiting counselor have the use of a phone other than ordinary school telephones.

Travel Allowance:

Since only rarely can a visiting counselor function effectively without an automobile, a travel allowance is a necessity. Home visits and frequent contact with community resources are essential functions of the position. Usually, district policy regarding travel allowance will set a precedent.

Case Load:

The question of the size of the case load in visiting counselor programs is complicated by factors unique to the school setting in general and also to circumstances in individual school systems. Various factors such as intensity of service, number of schools served, the character of the community, and present recognition of priorities must be considered in determination of the size of case load.

Some visiting counselors serve large areas with responsibility for a large school population in as many as twenty or more schools, while others serve from one to three schools varying in total number of children enrolled from eight hundred to two thousand. When a worker serves an unusually large area and/or school population, some administrators have approved the plan of having the worker serve a few schools on a regular, planned basis with limited service to other schools until sufficient staff is available. This is considered to be a better practice than having the visiting counselor attempt to give superficial coverage to all schools.

The decision regarding the particular children to be served does not rest entirely with the visiting counselor. Most visiting counselors feel under pressure to accept more referrals than they can adequately handle. The decision about when to terminate unfinished work in order to accept new cases creates difficulty for them.

It will be necessary to work out the kind of administrative plan that will make possible a regulation of intake compatible with the visiting counselor's ability to carry out his functions on a sound casework basis. This implies good administrative policies and procedures formulated not only by the superintendent but worked out between the visiting counselor and the principal of the individual school. As principals gain understanding of the visiting counselor program and how it helps the school achieve its purpose, they accept a realistic case load and then can give guidance in the selection of cases to be included in intake at a specific time.

It is recommended that minimum case loads for program approval are as follows:

1. Full time program — 250.
2. Half time program — 125.
3. Other parts of a program in proportion.

These figures are not to be used as maximum case loads nor does carrying the minimum load constitute that part of a program unless equivalent time is spent serving children with social and/or emotional problems.

REGULATIONS GOVERNING A PROGRAM FOR VISITING COUNSELORS

1. The teacher must hold an Oklahoma Visiting Counselors Certificate.

2. A full-time visiting counselor shall be a qualified person devoting the entire school day to serving children with social and/or emotional problems. These children remain in the regular classroom but may be called out occasionally for conferences with the visiting counselor. Approval for reimbursement may be made for part-time programs when the visiting counselor gives part of his time to other school services. School services, such as medical, psychological, research, curriculum planning, etc., shall not be considered as part of the duties of a visiting counselor. The visiting counselor who is qualified to administer individual intelligence tests may administer such tests to obtain information to aid in the adjustment of the child. This is not to be interpreted that a visiting counselor is to serve in the role of a psychometrist or psychologist. This service is incidental to the major role of a visiting counselor. The purpose of the visiting counselor program is to work with other school personnel, not to replace or duplicate these fine services.

3. The board of education in a local school district may organize a visiting counselor program if the school age enrollment in that school is 1,800 or more. One visiting counselor may be employed for each additional 2,000 school age children enrolled.

4. Two or more school districts may form a cooperative program if the joint school age enrollment is 1,500 or more.

5. County Superintendent may organize county programs if the school age enrollment in all of the schools to be served is 1,200 or more.

6. Two counties may form a cooperative program and be approved for financial assistance although the total number of children enrolled in the schools to be served is less than 1,200.

7. Any allowance of funds to pay the travel costs of visiting counselors shall be the responsibility of the total school district except in county, or cooperative programs.

SPEECH PATHOLOGY

DEFINITION OF SPEECH DISORDERS:

"It may be suspected that a child has a speech disorder when his speech behavior is obviously different from that of most children of his age level. When a child has difficulty in expressing his thought to others or when the listener has difficulty understanding what a child is saying or if attention is called to "how" an individual is speaking rather than to "what" he is saying, the possibility of a speech disorder should be investigated."[1]

Most speech disorders may be classified under one or more of the following terms: articulation, fluency, voice, delayed speech and language. Articulatory disorders present one of the most prevalent problems of the speech pathology program, inasmuch as about three-fourths of the problems in a school population are in this classification.

Fluency disorders covers deviations in the rate of rhythm of the speaking voice. Stuttering, the most frequent problem in this category, usually combines the use of excessive effort in speaking with repetitions, or hesitant speech utterance. Rapid or uneven rate in speaking and extremely slow and labored speech is frequently seen in individuals with neuromuscular disorders such as cerebral palsy.

Voice disorders of language are receiving greater attention in today's public school speech therapy programs since the child's ability to use and understand language has a profound effect on his performance in other academic subjects.

IDENTIFICATION

Careful identification of children with speech, hearing, and language disorders is a basic responsibility of the speech pathologist in the schools. Research has shown that dependence upon referrals alone is not sufficiently reliable to identify all such children. Speech pathologists should utilize a screening program which makes it possible for them to identify all children who need further diagnostics. Language problems are not always identified by the routine screening process. Classroom teachers and teachers of those with varying special handicaps can be of help in identifying children with language difficulties.

Speech Screening:

In some school systems the speech pathologist might find it advisable to conduct an evaluation of the speech and hearing of each child. In schools with enrollments so large as to make this not feasible, a modified method of screening may be employed. This usually consists of conducting the screening survey throughout certain grade levels. A common screening process that will result in all

[1]Cypreansen, Wiley and Laase, Speech Development Improvement and Correction. (New York: Ronald Press Co.) p. (25)

children being tested in two to three years is by testing the first, third, and fifth grades each year; also new children entering school during the year.

Teacher Referral Policy:

If the teacher referral policy is used in setting up the case load an orientation meeting should be held each fall with staff and administrators, (1) to acquaint new staff members with the over-all purpose of the speech pathology program, (2) to provide information regarding the selection of pupils for referral, and (3) to create a climate of good understanding between speech pathologist and staff.

Combination Method: In some schools a combination of the two above methods will prove to be the most efficient method of locating and identifying children. When this method is used, the speech pathologist generally conducts surveys of certain grade levels to locate the children in need of speech pathology. In addition she takes referrals from teachers of grades that have not been screened.

The local situation will determine the most effective method of locating and identifying the children to be worked with by the speech pathologist. The method to be used should be determined by the local school administrator and the speech pathologist.

SCHEDULING:

The recommended plan for establishing corrective speech services is for the speech pathologist to have an itinerant schedule in which she does all or most of the training and meets the children at their home schools. This will prevent complications that may arise when children go from one building to another.

In school districts which have a small number of pupils who are eligible for speech services, a part-time speech pathologist may be employed. Two or more districts may jointly employ such a pathologist, but the arrangement must be approved by the State Board of Education if reimbursement is expected. In either arrangement, the same standards are required as in a full time program.

Pathologist Case Load: The case load will follow the numbers for minimum and maximum as regulated by the State Board of Education. The size of the load can best be determined by the number of serious cases, the experiences of the speech pathologist, and the distances she must travel. The beginning speech pathologist should be given a lighter load at first and the number increased as she becomes more experienced. The more serious cases should be given individual therapy while the less serious ones may be served in small groups. Pupils may be grouped according to the type of difficulty and degree of severity, or according to grade levels. Groups should be kept small probably not more than four or five in a group. Normally, therapy should be given twice a week in periods varying twenty to thirty minutes.

The School Administrator: The superintendent and principal or principals, in cooperation with the speech pathologist should formulate a specific plan for admitting pupils to speech. While the speech pathologist determines the

eligibility, the administrator in charge should officially admit those pupils eligible for such service. A definite policy of admission will enable a speech pathologist to keep a schedule more easily and will minimize the risk of incurring ill will if, for any reason, a child is not enrolled.

Speech pathology should be considered a definite part of the regular school program. While the time spent in therapy should be worked out whereby it will interfere least with pupil's regular classwork, he should by no means be penalized for attending speech by making up time missed. Like arithmetic or reading, corrective speech should be considered as a class, and when the time arrives for it, the pupil should be punctual and regular in attendance. Ordinarily, the speech pathologist should not have to spend her time and energy in going to various classrooms for her pupils. A definite arrangement for this should be made between classroom teacher and the speech pathologist in order that the program may function most effectively.

It is good administrative practice to assume that the speech pathologist is a part of the faculty of every building in which she works. As such she is responsible to that building principal and he in turn is responsible for the success or failure of the program in his building.

Members of the Faculty: In school districts where a speech pathologist is employed, the classroom teacher plays a most important part in the success of the program. Frequently she will be the one to discover the speech disorders and to arrange for the child to be tested by the pathologist. It will be her responsibility to see that the pupils report promptly at assigned times. Her attitude toward the child before he leaves the classroom and after he returns is most important. Above all she will see that the child is not penalized in any way because of his absence. Also, her influence will determine to a great extent the attitude his classmates will have toward him. The untrained teacher should not attempt direct therapy, especially in severe cases, but should consult with the speech pathologist regarding the problem. She can do much to assist, however, by maintaining a classroom atmosphere that is pleasant and relaxed. She can give the child a feeling of security that he needs, can encourage him to participate in classroom activities.

Some ways in which the speech pathologist can assist the regular teacher are: (1) suggesting ways of continuing speech pathology in classroom activities, (2) supplying a phonetic analysis of the child's speech, designating sounds that are receiving attention at the time, (4) securing materials such as lists, reading materials, etc., being used in regular classroom work to be used as adjuncts to speech training, (5) suggesting possible means of relieving pressure on the child in the classroom situation if it is apt to affect his progress in speech improvement.

The essential task of the speech pathologist is to help the articulatory, voice, or rhythm cases to overcome their problems. The task is too large for her to handle alone, however. She must enlist the aid of the classroom teachers. She may assist the classroom teachers by suggesting special methods for them to use in their part time correction in their individual schools, by supplying practice materials, by giving demonstration lessons, by giving suggestions to strengthen carry-over, and by testing referred pupils.

Community Relations: Much of the success of the speech pathology program depends upon the contacts the speech pathologist makes in the community. This aspect of her work is in many ways as important as her diagnostic examinations and her program of corrective procedures. In the first place, she needs the cooperation and understanding of the parents of the children whom she serves. As a rule this is best gained by conferences at school, visits in the homes, telephone calls, and carefully written letters. The pathologist will also want the understanding and cooperation of various organizations in the community, and should welcome the opportunity to speak to P.T.A. groups and to civic clubs.

The speech pathologist must work in close cooperation with dentists, doctors, and nurses many of her cases will need medical care. Arranging for meeting with the various medical groups in the community will result in better understanding of the program. The superintendent and other administrators may assist in promoting friendly professional relationships by carefully planning a policy of medical referral commensurate with the needs of the speech cases, and with the services available within the school system and the community.

CLASS ORGANIZATION:

Speech Pathologists: The speech pathologist should possess the personal characteristics necessary for working with exceptional children. She should have a genuine interest in children and possess the skills needed to stimulate and motivate them in the methods and materials utilized in corrective speech instructions. She should have the essential training and experience to work in the area of speech pathology and to qualify for a special education certificate in this area.

Room: The pathologist should have an office in a centrally located building. If possible, it should be acoustically treated and should have a telephone. This office can be used as a base where she can schedule interviews, make diagnoses, store equipment, and keep case files.

In each of the schools where she is scheduled, the speech pathologist should be provided with a quiet, well lighted, and well ventilated room near the groups she serves. Ideally, chairs and tables should be of several sizes because they will be used by different age levels.

Equipment: The equipment in a school speech room may be rather simple. It may require little more material than the school already possesses. Such equipment would probably include tongue blades, practice devices, educational toys and games, a large mirror and several small ones, a recorder, a pure-tone audiometer for either group or individual testing, a record player. If cases with impaired hearing are included, amplifying devices should be purchased.

For her office or headquarters, the speech pathologist would need a cabinet or closet for storing equipment, books and supplies, a desk, a typewriter table and typewriter, and a filing cabinet for records and case histories.

At this time, when the demand for speech facilities is so great and the supply of funds and personnel is so limited, many schools will have to accept less adequate facilities than they desire. Assuming, however, that in time, more funds

and trained personnel will be available, it is wise to begin the program on a firm foundation. The purchase of good equipment, no matter how little, means that it will not have to be replaced.

Case Studies: Individual case study records will need to be kept for each child receiving speech training.

For the child with only a minor speech disorder, a case study will not need to be comprehensive. Only such notes need to be kept as will give a picture of the difficulty and of the progress made.

Information usually included in the more detailed studies would probably be items such as: family and medical histories, audiograms, recordings of the child's voice taken at various stages in the training period, a full record of all medical, dental, and psychological referrals, results of various speech tests, and daily progress reports.

The role of The Classroom Teacher: In some communities a speech pathologist may not be available. What is done to assist the child with his speech difficulties will be done by the classroom teacher.

Perhaps the first suggestion would be to encourage parents to have the child examined by a physician to find out if the defect is caused by some abnormality, such as a cleft palate, tongue-tie or hearing impairment. Audiometric tests are frequently necessary, for a child who does not hear adequately may not learn to speak correctly. If parents cannot afford medical examinations, arrangements can be made through out-patient clinics in many state hospitals. Hearing and speech evaluations may be obtained through nearby college or university speech and hearing clinics for a small fee.

Parents can be urged to see that the child receives an adequate diet and plenty of relaxation and sleep. Sometimes it will be necessary to suggest ways of relieving the pressure which is being placed on the child by members of the family.

In order to know how much improvement may be expected, it may be necessary to administer an intelligence test. If the child's speech is not understandable, a performance test may be administered by a qualified examiner.

Every classroom teacher who wishes to be of maximum service to the children she teaches should acquaint herself with the various nearby agencies that will assist her in coping with her pupils' speech problems. Furthermore, she will want to be informed regarding the fundamental principles of speech pathology. This information may be obtained by reading such books as are listed at the conclusion of this section, or by attending classes in speech and hearing during the summer sessions.

DIRECTORS OR SUPERVISORS OF SPECIAL EDUCATION

Adequate knowledgeable leadership personnel are essential to the proper development and functioning of special education services in the same measure as they are needed in the general education program. Without the direction provided by proper supervision the special program may develop without attention to scope or sequence and may miss many handicapped children in need of special consideration. An individual charged with the responsibility for special services can be constantly aware of the changing needs of the individuals within the school system and will be able to make plans for the amelioration of the observed needs. Long range educational goals can foresee problems before they arise and stopgap measures can be avoided. Recognizing the importance of the leadership role, the State Board of Education includes this area of functioning in the reimbursable programs authorized under the Special Education rules and regulations.

Role of the Supervisor or Director

The actual role will be dictated by the local situation and will vary according to the size of the special program, the time the program has been in existence and the scope of the special offerings.

Within the local structure there will be factors which must be considered in determining the specifics of the job description, however, all positions will have some common characteristics.

1. He should have basic responsibility for surveying the system and determining the extent of the need for special education services.

2. He should have initial responsibility for evaluating the students referred or for obtaining the necessary evaluation before placement is made.

3. He should be a member of the staff that decides on placement.

4. He should be responsible for acquiring and disseminating materials and information of value for use in the special classes.

5. He should be responsible for general supervision of the entire special program.

6. He should be responsible for the development and implementation of the public relations program for the special program.

7. He should be responsible for final program evaluation and for any reports requested by the State Department of Education.

8. He should be responsible for the proper completion of the preapproval applications and their transmittal to the State Special Education Division.

Qualifications

In addition to the personal qualifications necessary for success in a leadership

role the director or supervisor must hold a current special education certificate. If he is responsible for pupil evaluation, he should be competent in the area of individual testing and have on file a recommendation stating his qualification from the institution in which he received his training. Certification as a psychometrist would be ideal but not specifically required unless the major portion of his time would be spent in student evaluation.

Travel Allowance

The duties of the director or supervisor demand he visit the special classes already established and the other schools where classes may be needed. He will also need to go to the schools while conducting the preliminary screening and final pupil evaluation needed for proper placement of the candidate for special services. The school district should make an adequate travel allowance to cover the expenses thus incurred.

Office Space

Adequate office space should be provided, including sufficient space for clinical help and the necessary files for efficient maintenance of the records and reports essential to the operation of the special program.

EDUCATION OF THE HANDICAPPED ACT
PUBLIC LAW 94-142, PART B

Part B of the Education of the Handicapped Act, a project-oriented, child-centered federal program, is one of the most significant and far reaching pieces of legislation to date affecting the education of handicapped children. This title authorizes the U.S. Commissioner of Education to make grants for the purpose of assisting States in the initiation, expansion, and improvement of programs and projects for the education of handicapped children at the preschool, elementary, and secondary school levels. It further authorizes a State Annual Program Plan and provides funds for administration of the program as well as the operation of projects by the schools on preschool, elementary and secondary levels.

The foundation of the EHA-Part B program is the State Annual Program Plan. This is an agreement between the State and the U.S. Office of Education. The plan is written in compliance with instructions of the Bureau of Education for Handicapped. The approval of the plan by the Washington office authorizes the State Department of Education to approve projects for funding under EHA-Part B.

Local education agencies may submit projects for the education of handicapped to the Oklahoma State Department of Education. Application forms may be secured from the Special Education Section of the State Department of Education.

To be eligible to receive EHA-Part B funds a local educational agency must meet or agree to the following requirements:

1. It must be a public elementary and/or secondary educational agency, or the cooperative endeavor of several such agencies.

2. It must propose a program of sufficient size, scope, and quality to give a reasonable promise of substantial progress toward meeting the special educational needs of handicapped children.

3. It must have an application and related project description approved by the State Department of Education on prescribed forms (O.E. 9025).

4. Funds granted to a district will not be "earned" until the provisions of the approved program are carried out and expenditures are made in accordance with approved application or revision thereof.

5. It must comply with HEW regulations under Title VI of Civil Rights Act of 1964. In school districts where children of both races reside, summer schools should be completely desegregated. That is, free choice procedures would not normally be applied.

6. It must provide, consistent with State statutes, opportunities for participation by eligible children in non-public schools. It will be the responsibility of public officials to notify private school people about projects in which eligible children attending private schools may participate. Copies of letters to private school officials inviting them to

participate in planning and other evidence of provision for inclusion of private school children should be filed with the district application.

7. It must agree to use its allotment to supplement and not supplant existing funds.

8. It must agree to use funds in the conduct of the approved project(s) and properly account for such funds.

9. It must agree to evaluate the success of approved programs according to criteria prescribed by the State Department of Education.

10. It must agree to make necessary reports to the State Board of Education.

11. It must agree to follow other prescribed rules of the State Board of Education. Special programs approved under EHA-Part B must meet State Board of Education standards required for such programs.

12. The State educational agency shall not finally disapprove in whole or in part any application for funds under this Title without first affording the local educational agency submitting the application reasonable notice and opportunity for a hearing.

EHA-Part B is a child centered program in Special Education. It is not a general support program, nor is it a construction, media or training act. However, almost any type of activity or service can be supported under this Title if it is designed to meet the special educational and related needs of the participating children. The basic principle for consideration in approving programs and projects is the amount of direct services the children involved will receive.

Programs and projects funded under EHA-Part B must be restricted to those handicapped children within the specific categories listed in the statutes. The term "handicapped children" in EHA-Part B includes: mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, physically handicapped, or other health impaired children who by reason thereof require special education. Specific reference to types does not exclude projects for children with more than one handicap. The gifted, however, are not eligible for EHA-Part B support.

For more detailed information, regulations and qualifications of specific handicaps, turn to the appropriate section of this bulletin.

Part D of the Education of the Handicapped Act provides for the preparation of professional personnel to work with handicapped individuals. For information concerning possible awards, contact the State Special Education Section.

P.L. 89-313

The purpose of P.L. 89-313 is to provide for the development and expansion of educational services to handicapped children in state-operated and state supported schools.

ELIGIBILITY:

State agencies, such as departments of education, health, mental health, mental hygiene, and welfare are eligible to participate under this amendment if they are directly responsible for providing free public education for one or more of the types of handicapped children named in the Law. The educational responsibility of such a state agency must be established by or pursuant to State Law. They may provide education in state-operated schools such as residential schools for the deaf, blind, or mentally retarded.

APPLICATION PROCEDURES:

Steps necessary to obtain federal funds for projects under the provisions of P.L. 98-313 amendment to Title I, ESEA, include the State educational agency's submission to the Office of Education of average daily attendance (ADA) information, the receipt of notification from the U.S.O.E. of entitlements, and the preparation and submission by a participating State Agency of "Application for Federal Assistance" under this program.

LEA ELIGIBILITY

LEA eligibility for 89-313 funds was established in 1974. The essential criteria for LEA receipt of 89-313 funds are:

1. The child must have been enrolled in a state institution for at least one year.

2. The child has returned to his home and is enrolled in appropriate services by his LEA.

3. Funds provided under 89-313 must be used to strengthen the education program of the child who has generated the funds.

4. The LEA must make application for the funds and specify how they will be used to supplement existing funds.

5. A list of such children must be turned into the Special Education Section based on October 1 enrollment. The Section will provide the necessary forms as part of the child count procedure.

ROSTER OF REGIONAL EDUCATION SERVICE CENTERS

REGIONAL EDUCATION SERVICE CENTERS

Senate Bill 581 of the 34th Legislature codifies the 20 Regional Education Service Centers and mandates them to offer school districts professional assistance in a variety of efforts aimed toward the improvement of instruction for students. Each Center provides special education core services which include, but are not limited to:

1. Student Appraisal
2. Media
3. Individualized Learning Plans
4. Staff Development
5. Coordination of Educational Services

These services are directed to the point of need and are designed to follow the student.

Illustrative of the professional services available in each region are:

1. Student Appraisal

   A. Diagnostic and evaluative services are available for the student who exhibits learning problems.

   B. Center personnel analyze placement alternatives and recommend special class placement if needed.

2. Media

   Centers maintain a wide variety of media and equipment. These can be borrowed for use with the student who has special needs.

3. Individualized Learning Plans

   Teachers are aided in the development of prescriptive learning plans for the student who is having learning problems.

4. Staff Development

   Workshops are planned and conducted to keep teachers aware of the latest methods and media.

5. Coordination of Educational Services.

   Coordinate educational, evaluative and prescriptive services provided by any unit of government, pursuant to the Prescriptive Teaching Act of 1974, within the Service Center area for the benefit of students within the Service Center area.

Each center staff includes: 1) Center Director, 2) Psychometrist 3) Prescriptive Teacher, and 4) Secretary/Media Librarian.

Centers "belong" to the regions they serve. Contact the center nearest your school for information regarding service. Center personnel will come to your school to deliver service. Centers are open 12 months a year.

The offices for these Regional Education Service Centers are:

Ada — Elton Stewart, Dir., 704 North Oak, Ada, OK 74820, 405-332-6314
Altus — Leona Lackey, Dir., 611 W. Pecan, Altus, OK 73521, 405-482-4197
Alva — Bob Brandenburg, Dir., 1540 Davis, Alva, OK 73717, 405-327-0601; Tri-County Satellite, 1023 - 10th St., Woodward, OK 73801, 405-254-3232
Anadarko — Pat Moran, Dir., 107 Southwest 4th St., Anadarko, OK 73005, 405-247-6688
Ardmore — Harlyn Smith, Dir., 800 "M" St., P.O. Box 1709, Ardmore, OK 73401, 405-223-2459
Bartlesville — Carl North, Dir., 615 S. Cherokee, Bartlesville, OK 74003, 918-336-3071
Cushing — Buster Meeks, Dir., c/o Hillside School, Cushing, OK 74023, 918-225-0481
Elk City — David Cowan, Dir., 301 E. Country Club Dr., Box 425, Elk City, OK 73644, 405-225-5042
Grove — Al Knox, Dir., P.O. Box 755, 10th and Center Streets, Grove, OK 74344, 918-786-9453
Guymon — Rita Wilkerson, Dir., Box 1307, 8th and Academy Streets, Guymon, OK 73942, 405-338-8901
Hugo — Winfred Canant, 1005 S. 5th St., Hugo, OK 74743, 405-326-5767
Kingfisher — Mae Marie Combs, Box 57, Courthouse, Kingfisher, OK 74743, 405-375-4212
Lawton — Sandra Boyd, 1401 Bessie, Jefferson School, Lawton, OK 73501, 405-357-7185
McAlester — Bernard Bishop, P.O. Box 298, 14th and Cherokee, McAlester, OK 74501, 918-423-6271
Moore — Bob Pansze, P.O. Box 6915, 403 N. Chestnut, Moore, OK 73160, 405-799-4458
Muskogee — Virginia Hoover, 570 N. 6th St., Muskogee, OK 74401, 918-683-2831
Oklahoma County — Louise Elston, c/o County Supt.'s Office, Courthouse, OKC, OK 73102, 405-235-0860
Sallisaw — Fred Catron, P.O. Box 627, 200 West Creek, Sallisaw, OK 74955, 918-775-3722
Stillwater — Glen Kastner, 215 East 12th, Stillwater, OK 74074, 405-624-1315; Garfield County Satellite, 831 E. Oklahoma, Enid, OK 73701, 405-234-5951
Tulsa — Judy Poindexter, 500 S. Denver, Room 228, Tulsa, OK 74103, 918-584-0471 Ext. 216

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